

Assessing the European Union's contribution to the arts, media and creative industries in Scotland

REPORT Researched and Compiled by **Euclid**

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Executive Summary

Creative Scotland commissioned Euclid to **identify EU funding for projects focused on or linked to the arts, media and creative industries in Scotland, across the last 10 years**. EU funding works in 7 year cycles, so “the last 10 years” was interpreted as follows:

- The whole **7 years of the 2007-2013 period**, for which (in theory) full information is available
- As much of the 2014-2020 period as could be ascertained at this time – **2014-2016 being 3 years**.

EU funding can be split into two main **categories**:

- The **European Structural and Investment Funds (ESIF)**, which are mostly devolved back to the member states and, in the case of the UK, then distributed separately in England, Scotland, Wales and NI. The ESIF also covers the **Interreg** programme which funds projects on the basis of trans-national partnerships and which distributes funds via a number of geographically focused strands and sub-strands (Scotland is eligible to participate in 8 of these sub-strands).
- The **trans-national funds**, which are programmes designed to stimulate collaborative working between partners from several eligible countries, or which support visits and exchanges between countries.

The conclusion is that over 380 projects received a minimum of £23m in EU funding in the period from 2007-2016.

Before using this figure in any communications, please note the comments on the following page.

There was a total of **£8.7m from the European Structural and Investment Funds**, with the majority (**£6.53m**) from the **ERDF** (European Regional Development Fund), and activity. There was **£1.56m** from the **ESF** (European Social Fund), **£650K** from the **EAFRD** (European Agricultural Fund for Rural Development, including **LEADER**) for rural based projects and none from the **EMFF/EFF** (the fisheries funds).

There was a total of **€17.4m** (around c. **£14.4m** using the exchange rate at 1 January 2014 of €0.8298/£1) from Interreg and the trans-national funds:

- The largest amount – around **€8m** – was from the **MEDIA** programme (independently from 2007-2013 and under the Creative Europe umbrella since 2014)
- There was over **€3.5m** via the **Erasmus+** programme for education and training, and its predecessor programmes, **Lifelong Learning and Youth in Action**
- There was nearly **€3.4m** via the **Interreg** programme (part of the ESIF)
- There was over **€1.88m** via the **Culture** (sub-)programme, now part of **Creative Europe**
- There was around **€475,000** from the **Horizon 2020** research and development fund and the European Research Council, and the predecessor programme, the **7th Framework** programme.
- There was **€24,500** from the **Europe for Citizens** programme, which focuses on projects related to the history of Europe and the EU, and on democratic engagement and civic participation

This report has been produced in tandem with similar reports for **Museums and Galleries Scotland** and **Historic Environment Scotland**. Taking into account that some projects appear in two or more reports as they cover a range of culture areas, the total level of funding for the culture and heritage sector from EU sources is estimated to be over **£59m** covering around **650** projects funded since 2007.

Finally, it is noted that the value of all this EU funding covers a **breadth of impacts** – from funding which has been of **specific benefit to the arts, media and creative industries** in Scotland, to **inward investment into Scottish research institutions** (especially universities) who have a focus on related areas.

Comments on the Figures

There are a number of points about the figures in this report – all of which would seem to indicate that the figures quoted are likely to be an under-estimate.

Funding for 2014-2020 started late

Many of the new programmes for the 2014-2020 period started late, so in some cases, **relatively small numbers of grants have been made so far** – meaning that the figures for the 3 years 2014-2016, which is 43% of the 7 years of the 2014-2020 funding period, most certainly do not represent 43% of the likely grants for this period. This slow start to awarding grants typically happens at the start of each 7 year funding period.

For example, the amount of ESIF was £8.44m for the 7 years 2007-2013, an average of nearly £1.2m per year. However, the total of grants in 2014-2016, a period of 3 years, was nil. Had the funding been at the same rate as the previous period, the total for 3 years should be around £3.5m. One could, therefore, reasonably conclude that “nil” is a significant under-estimate. For the purpose of this report, we have assumed a “nil” figure.

For projects, estimates have been used for the grant to the Scottish partner

The only figures available for Interreg and most of the trans-national funds are of **the grant for the project, and not the amounts received by any individual partner**. The exception is **Horizon 2020 / ERC / FP7**, where the grants to individual partners are available (in almost all cases). The amounts transferred from the lead partner to the co-organiser partners can only be found by analysing the final financial statements of each and every individual project – this information is difficult to access, and was not possible within the resources available for this research.

To address this issue, all the available information for these grants have been assessed and the **number of partners** for each project identified. The project grant was divided by the number of partners to get an estimate for the grant to that partner. In some cases, the actual figure will be more, in some cases, less. This would appear a more appropriate means of calculating a reasonably accurate estimate. The number of partners (and the number of UK partners) are noted in the relevant tables for these programmes.

Methodology

The research aims to provide figures, with caveats, of the amount of funding the arts, media and creative industries had received from the European Union in the last 10 years.

Most of the relevant data has been gathered via online databases operated by the EC or one of its agencies, or by the Scottish Government or related agencies in Scotland. For most of these databases, all projects with Scottish partners were checked to see whether they were relevant to the sectors of interest. For some more extensive databases, the initial filtering was through keyword searches. For these, a number of key words were used which were agreed with Creative Scotland – these agreed keywords were:

Album, Animation, Art / arts, Artis, Audiovisual, Author, Ballet, Book, Broadcast, Cartoon / Comic, Choreograph*, Cinema, Circus, Craft, Creativ*, Cultu*, Curat*, Dance, Design, Documentary, Drama, Exhibit*, Fashion, Festival, Fiction, Film, Furniture, Galler*, Game, Gaming, Illustration, Jazz, Jewel, Library, Literature, Maker, Music, Novel,*

Opera, Orchestra, Perform, Photograph, Poetry, Publish, Puppet, Sci-fi, **Screen**, Sculpture, Storytelling, Television / TV, Textile, **Theatre**, Translation, Video, **Visual**, Write,*

For the vast bulk of the data gathered, enough information is available to be confident that the projects are indeed relevant to the broad definition of the arts, media and creative industries used for this research. However, for the EAFRD, including the LEADER programme, it is likely that not all relevant lists or databases have been received. Therefore, the figures in this section are likely to be an underestimate.

The programmes that were researched are listed in the table below – these are colour coded to help navigate the various levels of funding. The first four columns show the names of these programmes from 2014 – some were different in 2007-2013 and these are included in the final column.

Prog Type	Programme	Sub-Programme	Strand / other	2007-2013 names
European Structural and Investment Funds (ESIF)	ERDF	Various		
	ESF (social fund)	Various		
	EAFRD (rural)	RDPS and others		
		LEADER	Local Action Groups	
	EMFF (fisheries)	Various		
	Interreg	A: Scot/NI and IE		
		B: Atlantic Area		
		B: North Sea		
		B: NW Europe		
		B: N Periphery		
	C: Interreg Europe			
Trans-National Funds	Creative Europe	MEDIA	Many strands	
		Culture	Projects	
	Erasmus+ (<i>prev</i> Lifelong Learning, Youth in Action)	Key Action 1	Many strands	Leonardo, Erasmus, Grundtvig, Comenius.
		Key Action 2	Many strands	
Trans-National Funds	Europe for Citizens	Remembrance	Projects	
		Civic Society	Twin Towns	
			Networks	
		Projects		
	Horizon 2020 / ERC	Several		FP7

For all of these programmes, the starting point was to identify the **databases or downloadable lists of funded projects** that are provided by the **European Commission** (for Interreg and the trans-national funds) and by the **Scottish Government** (for most of the Structural Funds: ERDF, ESF, EMFF/EFF) – **several hundred databases or schedules** were accessed in this way. Other information was obtained from **reports** published by some of the **intermediary bodies** involved in these programmes – for example, by the various **Local Action Groups** (responsible for allocating the **LEADER** funds, part of the EAFRD).

It has been difficult to obtain detailed information on grants from the EAFRD / RDPS / LEADER programmes, and, as stated above, it is possible that the figures in this report are an underestimate.

The following table provides a summary of the mechanisms used to access the relevant information.

Funding Programme	Source of Information – websites, databases and publications
European Structural and Investment Funds (ESIF): ERDF, ESF, EAFRD, EMFF	<p>Some of this data for Scotland has been difficult to access.</p> <ul style="list-style-type: none"> • There are databases that can be downloaded for ERDF and ESF for Highlands and Islands and Lowlands and Uplands for 2007-2013. • Contact was made with the Scottish Government, with around 20 Scottish agencies who have responsibility for distributing the ESIF in Scotland; and with around 75 Scottish local authorities and others who have responsibility for allocating the ESIF in Scotland and in particular the LEADER programme. • Despite reminder emails, responses were received from only around 20 of these. The reasons for this poor response are not clear – but it is possible that the timescale was too tight for some organisations to be able to produce a detailed response. <p>Therefore it is likely that these sections of the report are likely to be underestimates.</p>
Interreg	<ul style="list-style-type: none"> • KEEP – the searchable database for the Interreg programme • Websites maintained by the secretariats of the strands relevant to Scotland.
Creative Europe	<ul style="list-style-type: none"> • Over 300 (2007-2013) and 40 (2014-2016) schedules were downloaded from websites of the Education, Audiovisual and Culture Executive Agency (EACEA) and UK Creative Europe Desk
Erasmus+	<ul style="list-style-type: none"> • Over 40 (2007-2013) and 50 (2014-2016) schedules were downloaded from websites of the Education, Audiovisual and Culture Executive Agency (EACEA) and UK Erasmus+ contact point
Europe for Citizens	<ul style="list-style-type: none"> • Over 120 (2007-2013) and 18 (2014-2016) schedules were downloaded from the website of the Education, Audiovisual and Culture Executive Agency (EACEA) – <i>there is no contact point in the UK</i>
Horizon 2020 / FP7	<ul style="list-style-type: none"> • Searches were made of databases on the websites of CORDIS and the European Research Centre (ERC).
Other programmes	<ul style="list-style-type: none"> • European Commission and/or programme websites and/or databases • Any other relevant contact points in the UK

Summary of Amounts Allocated to Arts, Media and Creative Industry Related Projects

This table includes sub-totals showing the split between the 2007-2013 and 2014-2016 periods.

Programme	Sub-Programme	Strand / other	Amount in €	€ converted to £	Amount in £
European Structural and Investment Funds (ESIF)					
ERDF	Various	2007-2013			6,528,200
		2014-2016			0
ESF	Various	2007-2013			1,556,747
		2014-2016			0
EAFRD	RDPS, including LEADER	2007-2013			649,196
		2014-2016			0
EMFF	Various	2007-2013			0
		2014-2016			0
Interreg (all in 2007-2013 period)	A: Scotland / NI and Ireland		1,347,095	1,117,819	
	B: Atlantic Area		208,041	172,633	
	B: North Sea		634,975	526,902	
	B: North West Europe		847,476	703,236	
	B: Northern Periphery		106,698	88,538	
	C: Interreg Europe		255,011	211,608	
Trans-National Funds					
Creative Europe	2007-2013: MEDIA	Various	3,573,373	2,965,185	
	2014-20: MEDIA	Various	4,517,523	3,748,640	
	2007-2013: Culture	Various	1,351,653	1,121,602	
	2014-20: Culture Sub-Prog	Various	529,299	439,212	
Education / Training / Youth	2007-2013: Lifelong Learning	Various	819,323	575,839	
	2007-2013: Youth in Action	Youth	388,004	321,965	
	2014-20: Erasmus+	Various	2,313,867	1,920,047	
Europe for Citizens	Remembrance (projects)	2007-2013	22,000	18,256	
	Town Twinning	2004-2020	2,500	2,075	
R and D	FP7 (7 th Framework)		234,530	194,613	
	Horizon 2020 (incl ERC)		241,891	200,721	
2007-2013			9,788,179	8,018,196	8,734,143
			Sub-Total GB£		16,752,339
2014-2016			7,605,080	6,310,695	0
			Sub-Total GB£		6,310,695
TOTAL: €			17,393,259		
TOTALS: £ exchange rate at 1 Jan 2014 0.8298			14,432,926	14,328,891	8,734,143
TOTAL: GB£					23,063,034

European Structural and Investment Funds

The **European Structural and Investment Funds (ESIF)**, which are mostly devolved back to the member states and, in the case of the UK, then distributed separately in England, Scotland, Wales and NI. The ESIF also covers the **Interreg** programme which funds projects on the basis of trans-national partnerships and which distributes funds via a number of geographically focused strands and sub-strands (Scotland is eligible to participate in 8 of these sub-strands).

ERDF: European Regional Development Fund

2007-2013

Highlands and Islands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs</i> £	<i>EU grant</i> £
1	Creative Industries and Media Centre - Stornoway	Comhairle nan Eilean Siar	2,600,000	1,040,000
2	Mareel - Shetland's new Music, Cinema and Education Venue	Shetland Arts Development Agency	12,209,914	3,104,123
1	North Lands Creative Glass Development Project	North Lands Creative Glass	325,000	130,000
2	The Orkney Theatre	Orkney Islands Council	2,761,182	1,104,472

Lowlands and Uplands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs</i> £	<i>EU grant</i> £
4	East Neuk Creative Industries Hub	Fife Council	464,327	185,732
3	Merchant City Cultural and Creative Industries Hub Programmes	The Wasps Trust	2,680,650	500,000
GGB	South of Scotland Creative Clusters Project	Dumfries and Galloway Council	523,662	206,167
3	Creative Sector Incubator Unit	Scottish Enterprise	757,706	257,706

2014-2020

None as yet.

ESF: European Social Fund

2007-2013

Highlands and Islands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs</i> £	<i>EU grant</i> £
3	Consolidating delivery of Performing Arts in Argyll	Argyll College UHI Ltd	27,067	13,534
1	Create and Employ	The Highland Council	746,000	373,000
2	Digital Media	Moray Firth Media Trust	729,194	360,203
1	Project Craftwork, All Trades Training,	Argyll and Bute Council	490,631	245,316
1	Project Craftwork, Enhancing Employability Skills, South Kin	Argyll and Bute Council	158,606	74,576
1	Project Craftwork, Oban and Lorn, (Model Interventions)	Argyll and Bute Council	244,896	122,448
2	Radio Broadcasting	Moray Firth Media Trust	139,061	69,530
2	Radio in the 21st century	Moray Firth Media Trust	117,941	58,970

Lowlands and Uplands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs £</i>	<i>EU grant £</i>
1	Acting Up (round 1)	Scotland's Learning Partnership	531,491	239,170

2014-2020

None as yet.

EAFRD: European Agricultural Fund for Rural Development

None.

LEADER

2007-2013

Overall

<i>Name of Group</i>	<i>Project Name</i>	<i>LEADER</i>	<i>Convergence</i>	<i>Total Project Cost</i>
Acharacle Community Primary School Art Project	Ealain ann an Sgoile Ath Tharracail - Art in Acharacle School	£4,241.58	£4,873.07	£23,866.58
Collie and Mackenzie Sculpture Group	Seoid Nam Beann (Heroes of the Hills) Phase 2	£27,192.75	£33,632.09	£103,023.08
Community Woodland Association	Arts Culture Heritage - Project Feasibility Study	£953.22	£1,853.87	£7,150.00
Cromarty Arts Trust	Sir Thomas Urquhart Conference	£3,231.50	£874.60	£10,265.25
Dualchas na Cloinne	Beul Aithris tro Dhealbhan Bheo/Tradition through Animation	£7,645.22	£12,325.39	£45,060.61
Ealan nan Eilean/Island Arts	Alasdair MacMhaighstir Alasdair, a Celebration	£3,217.79	£2,393.33	£14,372.74
Eden Court Highlands	Body Currents	£0.00	£38,659.45	£166,633.72
Feis nan Garbh Chriochan	Seating, Lighting and PA for Feis and Community Use	£12,732.20	£13,245.60	£64,944.51
Feis Rois	Ruigse - Reaching Out	£8,209.09	£39,129.35	£110,294.60
Fèisean nan Gàidheal	Ceilidhean air Cuairt - Slighean Ura (Ceilidh Trails - New Routes)	£24,669.91	£95,424.06	£300,234.93
Gairloch Community Hall	Culture, Arts and Performance Project	£48,949.35	£8,639.78	£89,257.80
Highland 2007	Highland Homecoming Cultural Programme	£3,278.85	£13,771.15	£42,625.00
Highland Alternative Music	Past, Present, Future/Seachad, An Drasda, Ri Teachad	£4,533.30	£5,353.58	£22,419.22
Highland Council	National Theatre "Transform" Project	£3,130.77	£6,026.73	£20,350.00
Highland Council	Wick Assembly Rooms Performance Space Upgrade	£0.00	£45,478.60	£101,863.90
Highland Mountain Culture Association Ltd	The Fort William Mountain Festival	£2,186.00	£0.00	£5,465.00
Highlands and Islands Enterprise	John O'Groats Arts and Tourism Programme	£6,192.22	£31,118.98	£69,094.82
Highlands and Islands Theatre Network	North of Scotland Rural Touring fund	£39,028.73	£39,028.69	£425,731.57
Lairg Local Learning Association	Kyle of Sutherland Media Project	£3,794.88	£2,413.51	£15,520.97
Lyth Arts Society	2009: A Sinclair Odyssey	£6,973.18	£10,563.02	£43,840.49
Made In Ullapool	Wax Works	£29,888.36	£0.00	£42,697.66
Nairn Book and Arts Festival	Nairn Open Art Competition	£170.34	£3,902.93	£12,521.57
Nairn Winter Festival	Inspire	£1,647.36	£8,006.83	£26,507.94
Nevis Radio	Transmitter Study	£2,096.92	£3,123.08	£11,600.00
North Highland Connections	Culture for All: Transforming Lives	£17,198.03	£0.00	£42,962.86
North Highland Initiative	Wild North Festival Co-ordination	£28,490.60	£0.00	£42,152.10
North Lands Creative Glass	Innovative Skills and Community Projects in Glass Making	£0.00	£95,204.57	£212,415.42
Plan B Collaborative Theatre Ltd	Ross and Cromarty Community Dance Project	£0.00	£88,115.09	£340,212.69
Promoters Arts Network	Support and Resource Officers	£0.00	£18,917.53	£42,038.95
Three Lochs Book and Arts Festival	Three Lochs Book and Arts Festival	£130.55	£1,645.51	£4,440.14
Thurso Players	Mill Theatre Extension Project	£23,000.00	£0.00	£90,000.00
Timespan	Art Across Sutherland	£0.00	£51,302.79	£128,256.97
Wester Ross Radio Ltd	Embracing New Communities with Local Radio	£35,638.63	£9,999.80	£64,689.49
Wick RBL Pipe Band	Wick Pipe Band 90th Anniversary Pipe Band Festival	£1,537.77	£1,794.58	£11,361.57
Words Inc	Black Isle Words Development	£920.38	£1,495.74	£6,040.29

In addition, the following projects have been awarded LEADER funds via their Local Action Group:

Aberdeenshire

<i>Project Reference</i>	<i>Project Name</i>	<i>Total Project Costs</i>	<i>Match Funding</i>	<i>LEADER Award</i>
RAL/R5/Jul09/058	Acting Up	£21,386	£11,763	£9,623
RAL/R5/Jul09/065	Community Radio for the Southern Mearns	£7,919	£3,960	£3,959
RAL/R3/Feb09/034	Scottish Sculpture Workshop Building Development	£532,896	£397,896	£135,000
RAL/R3/Feb09/032	The Brander - A Cultural Hub	£49,057	£44,057	£5,000
RAL/R2/Nov08/12	Tullynessle Hall Cultural Arts Development	£13,500	£9,500	£4,000
RAL/R2/Nov08/13	Turra Coo Sculpture Project	£100,577	£62,808	£37,769

East Ayrshire

<i>Organisation</i>	<i>Project</i>	<i>LEADER Grant</i>
Boswell Museum and Mausoleum Trust	Boswell Literary Festival	£27,000.00
Fenwick Weavers Co-operative Ltd	Fenwick Weavers Heritage Project	£47,768.00
Irvine Housing Association (Impact Arts)	The Dronagan Challenge Us Project (Impact Arts)	£20,000.00
Auchinleck Community Development Initiative	Alive and Kicking Festival	£5,000.00
Yipworld	Ragas, Rap and Rubato	£9,048.00
Dunlop and District Community Company	Dunlop Community Cinema	£11,466.00
Darvel Music Company	Darvel '4' Seasons Music Festival 2010-2011	£38,548.00

Kelvin Valley and Falkirk LEADER

<i>Project</i>	<i>Grant</i>	<i>Total Cost</i>	<i>Description</i>	<i>Theme(s)</i>
Kirkintilloch Town Hall Heritage Centre	£125,000	£265,000	The project will deliver a multi-purpose, flexible community venue in the heart of Kirkintilloch, which will host a variety of community activities, including heritage and culture programming, live performance and social functions. The project will also include the creation of a new Industrial Heritage Museum and Exhibition space within the building dedicated to Kirkintilloch's industrial past.	Theme 1: Heritage, Tourism and Leisure Theme 2: Community Services and Facilities

Orkney

<i>Round</i>	<i>Project Title</i>	<i>LEADER Funding Committed</i>	<i>Convergence funding committed (£)</i>
13	Arts Initiative Feasibility Study		5,000.00
12	Gable End Theatre Zero Carbon Footprint Project		7,958.00
13	Orkney Film and Photography Promotional Project		30,000.00
15	Orkney Food and Craft Sector Development Project		46,200.00
15	Stromness Primary and Kirkwall Grammar School Community Arts Project		9,000.00
2	Year-Long Writing Fellowship	12,820.00	

South Ayrshire

<i>Organisation</i>	<i>Project</i>	<i>LEADER award</i>
Carrick Rural Arts Group	Homecoming Shine 2009 Carrick Festival of Light	£9,877.00
Dundonald Music Festival	The Young Strums	£4,610.00

South Lanarkshire

<i>Project Name</i>	<i>Description</i>	<i>LEADER award</i>
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The Lighthouse	To create an arts venue from which to deliver year-round activities for Shine Youth Music Theatre. LEADER funding was for the final phase of the project and included support for the installation of dance/sport flooring and carpeting and a PA system, mixing desk, media player, amplifier, and speakers.	£7833
Inspiring Landscapes	This project is a locally focused arts, crafts and media development initiative that will draw its inspiration from the landscape surrounding Forth and District. The project is being developed through a local partnership supported by the Scottish Arts Council 'Inspiring Landscapes'	£5541

Rural Tayside

Angus			
Enhancing the natural and cultural heritage of the area			
L1RTL0153	AOS Directory 2011	Angus Open Studio	£2,566.00
Supporting local groups to develop stronger and more inclusive communities			
L1RTL0079	DD8 Music Community Project	DD8 Music	£31,405.00
Perth and Kinross			
Enhancing the natural and cultural heritage of the area			
L1RTL0053	Forms of Narrative Exhibition and Workshops	Perthshire Visual Arts Forum	£4,465.00
L1RTL0134	Development of Atholl Country Life Museum Phase 2	Atholl Country Life Museum	£11,250.25
Supporting local groups to develop stronger and more inclusive communities			
L1RTL0005	Perthshire Visual Arts Forum 2008	Perthshire Visual Arts Forum	£2,460.00
L1RTL0187	Bookmark Festival	Bookmark	£10,615.00
L1RTL0021	stART2009	Strathmore Arts Festival (stART)	£2,902.00
L1RTL0089	Fire and Ice Festival	Perthshire Visual Arts Forum	£8,900.00
L1RTL0080	Kinross-shire Music Festival	Kinross-Shire Local Events Organisation (KLEO)	£9,500.00

2014-2020

None as yet.

In addition, the following projects have been awarded **LEADER** funds via their **Local Action Group**:

South Lanarkshire

<i>Project Name</i>	<i>Description</i>	<i>LEADER award</i>
New Lanark Exhibition Gallery	To develop a new exhibition gallery in New Lanark World Heritage Site to enable a rolling programme of exhibitions which enhance the permanent exhibitions, attract new audiences and enhance the offer to repeat customers.	£79498

This projects will be considered by the LEADER LAG at their next meeting. It is eligible and there is no technical reason why it should not be approved.

EMFF: European Maritime and Fisheries Fund

2007-2013

None found.

2014-2020

None as yet.

Interreg

2007-2013

Strand	Project	Lead Partner	Budget €	EU Funding €	Scottish co-organisers A	Scottish co-org's B
A: IE-UK	ConnectG	Sabhal Mòr Ostaig, Isle of Skye IV44 8RQ (1)	1188096.23			
A: IE-UK	Creative Futures Programme	University of Ulster, Londonderry BT52 1SA (6)	4518279.00		Adam Smith College, Kirkaldy KY1 1E	
B: Atlantic Area	INNOVATE	Fundacion Municipal De Cultura Del Ayuntamiento De Aviles, ES (7)	224044.00	1456289.25	Glasgow Caledonian University, Glasgow G4 OBA	
B: North Sea Region	CCC: Creative City Challenge	Hamburg University of Applied Sciences, DE (14)	4149974.00	2074974.00	Dundee College, Dundee DD3 8LE	
B: North Sea Region	CCC reloaded: CREALAB	WFB Wirtschaftsförderung Bremen GmbH, DE (7)	696176.00	348088.00	Dundee College, Dundee DD3 8LE	
B: North Sea Region	NSSP: North Sea Screen Partnership	Dundee City Council, Dundee DD1 3BA (19)	5910474.00	2767894.00	University of Dundee, Dundee DD1	Dundee College, Dundee DD5 1NY
B: North West Europe	CURE: Creative Urban Renewal in NW-Europe	Stadt Hagen, DE (9)	3459913.43	1729956.71	Cre8te, Edinburgh EH16 4BB	Edinburgh Chamber of Commerce, Edinburgh EH3 9SU
B: North West Europe	Green And Blue Futures	Canal & River Trust, Milton Keynes MK9 1BB (7)	3241288.01	1620644.00	The Waterways Trust, New Port Downie, Lime Road, Falkirk FK1 4RS	Scottish Canals, Canal House, Applecross Street, Glasgow G4 9SP
B: Northern Periphery	NoCry: Northern Creative Youth 1.13	Kemi-Tornio University of Applied Sciences, FI	1842509.00	1066976.75	Moray College, Elgin	
C: General	InCompass	Dundee College, Dundee DD5 1NY (15)	2417094.00	1912583.60	Dundee City Council, Dundee DD1 3BA	

2014-2020

None as yet.

Trans-National Funds

The **trans-national funds**, which are programmes designed to stimulate collaborative working between partners from several eligible countries, or which support visits and exchanges between countries.

Creative Europe: Culture / Media

Culture

2007-2013

The following projects had Scottish partners:

D/Line	Start	Strand	Ref	Title	Grant €	%age	Area	Role	Scottish Partner
2009	2010	1.2.1	508098	Crossing Paths (3)	134,000.00			Co-org	Badac Theatre Company
2007	2008	1.2.1	140083	Differenzart - Art With A Difference: A New Approach To Social Theatre (5)	198,003.00			Co-org	Birds Of Paradise Theatre Company
2009	2010	1.2.1	507806	TRACES: Transcultural Research Artist Curator Exchange Series (3)	107,515.00			Co-org	Centre For Contemporary Arts
2006	2007	1.2.2	132948	Beyond History (1)	26,365.00		Lit	Lead	Dyonisia Press Ltd
2009	2010	1.2.1	507454	Wake Up. A Force for Change: The Impact of Culture and Creative Art on Community Cohesion (4)	92,604.00			Co-org	Edinburgh University
2012	2013	1.2.1	536287	Green Art Lab Alliance (12)	200.000.00	50.00		Co-org	Glasgow Live in collaboration with Creative Carbon Scotland
2012	2013	1.2.1	536106	INTEGRANCE: Inclusive Dance and Creative Movement (4)	195,399,88	50.00		Lead	Indepen-dance UK
2009	2010	1.2.1	507499	Laboratoire européen de danse Hip Hop / European laboratory for hip-hop dance (5)	50317,5			Co-org	Indepen-dance UK
2012	2013	1.2.1	536658	Réseau Européen de Danse Urbaine (7)	200.000.00	47.33		Co-org	Indepen-dance UK
2011	2012	1.2.1	522617	"MusXchange" - EFNYO Mobility of Pre-Professional Musicians Programme (9)	80.000.00	50.00		Co-org	National Youth Orchestras of Scotland
2007	2008	1.1	139037	A Space For Live Art (8)	2,053,875.00	50.00		Co-org	New Moves International Limited
2012	2013	1.1	536370	European Music Archaeology Project (10)	1,991,899,00	50.00	ID (CH, PA, DAA)	Co-org	Royal Conservatoire of Scotland
2007	2008	1.1	139889	Literature Across Frontiers (29)	1,384,620.00	50.00		Co-org	Scottish Poetry Library
2012	2013	1.1	536547	Frontiers In Retreat (9)	1,115,170.00	50.00	VA	Co-org	Scottish Sculpture Workshop
2012	2013	1.2.1	536196	Seeing Stories - Recovering Landscape Narrative in Urban and Rural Europe (5)	162,500.00	50.00		Lead	Scottish Storytelling Forum
2009	2010	1.2.1	507643	Human Cities. Reclaiming the public space (5)	200,000.00			Co-org	The Lighthouse, Scotland's Centre for Architecture, Design...
2012	2013	1.2.1	536340	Religion in the Shaping of European Cultural Identity (4)	115,000.00	50.00		Co-org	University of Edinburgh
2010	2011	1.1	513472	Manifeste européen pour la transformation par l'art (9)	2,200,000.00	50.00	PA	Co-org	UZ LDT
2008	2009	1.2.2	153423	Vagabond Voices Publishing (1)	17300,83		LIT	Lead	Vagabond Voices Publishing Ltd
2009	2010	1.2.2	153423	Vagabond Voices Publishing (1)	17300,83		LIT	Lead	Vagabond Voices Publishing Ltd

The above figures do not include grants to organisations in other countries where there are no formal Scottish partners, but where there are benefits to the arts and culture in Scotland. For example, there have been grants to publishers in EU member states for the translation of Scottish works or works published by Scottish publishers – but these grants are not included, although the result is an increase in the profile of Scottish writers. These 'outgoing' translations include: Rosamunde Pilcher, *The Shell Seekers* into Albanian;

Janice Galloway, *Clara* into Italian; Michel Faber, *The Crimson Petal and the White* into Macedonian; Michael Faber, *Book of Strange New Things* into Croatian; Alasdair Gray, *Lanark* into Italian; James Robertson, *Testament of Gideon Mack* into Norwegian.

2014-2020

D/Line	Strand	Ref	Title	Lead Partner	Grant €	%age	Scottish Partner
2014 – first deadline	1.1 – Large Projects	551981	SYMBOLS - Culture of Death & Cultural Life: New audiences and creations around European Cemeteries	Fundación Municipal de Cultura del Ayuntamiento de Avilés, ES (6)	198.085,57 €	55.00%	Dundee and Angus College
2014 – 2 nd deadline	1.1 – Large Projects	559522	NE@XT Accelerator	European League of Institutes of the Arts, NL (20)	€ 1,027,114.41	50.00%	The Royal Conservatoire of Scotland
2014 – 2 nd deadline	1.2.1 – Small Projects	559631	MusXchange	European Federation of National Youth Orchestras, AT (13)	€ 199,998.00	60.00%	The National Youth Orchestras of Scotland
2014 – 2 nd deadline	1.2.1 – Small Projects	559335	Let's Dance! Community-Dance-Theatre project	Agencia Andaluza De Instituciones Culturales, ES (4)	€ 195,745.15	60.00%	Scottish Youth Dance Ltd
2014	Platforms	553031	IN SITU Platform	Association Lieux publics Centre national de création des arts de la rue, FR (18)	500,000.00 €	80.00%	UZ Arts, Glasgow, UK
2015	1.1 – Large Projects	570563	IN SITU ACT	Lieux Publics Association, FR (18)	1,940,000.00 €	50.00%	UZ Arts Limited
2015	1.2.1 – Small Projects	570397	Reclaim the future - nomadic carnivals for change	Teatermaskinen ekonomisk förening, SE (5)	200,000.00 €	51.01%	Rural Nations (Scotland) CIC
2015	1.2.1 – Small Projects	570447	PUSH: exploring identity, borders and 'safety zones' in theatre and dance for young audiences	Imaginate, UK (5)	168,655.41 €	59.63%	
2015	Platforms	562324	Literary Europe Live	Aberystwyth University, UK (16)	455,425.56 €	80.00%	Scottish Poetry Library, Edinburgh, UK
2015	Cross-Sectoral	EAC/SO 8/2015	European Creative Hubs Network	British Council, UK (7)	1,000,000.00 €	80.00%	Creative Edinburgh Ltd, UK (7)

Media

General

In the following tables, the “distribution” grants support Scottish films being distributed in other European countries by non-Scottish distributors. These funds are mostly not paid to Scotland based organisations, but they are for promoting Scottish films. As this research is to identify all funds "supporting Scottish creative practitioners or creative activity in Scotland", these grants have been included as they are supporting Scottish film productions which involve Scottish artists, technicians and companies.

2007-2013

Year	Route	Recipient	Sub category	Grant (€)
2011	Development Slate Funding	Sigma Films	Fiction	170,300.00
2008	Distribution and exhibition - automatic	Hallam Foe		15,836.00
2008	Distribution and exhibition - automatic	Red Road		3,506.00
2009	Distribution and exhibition - automatic	Book of Blood		8,041.00
2009	Distribution and exhibition - automatic	New Town Killers		4,522.00
2009	Distribution and exhibition - automatic	Valhalla Rising		4,905.00
2010	Distribution and exhibition - automatic	Perfect Sense		6,400.00
2011	Distribution and exhibition - automatic	NEDS		33,446.00
2011	Distribution and exhibition - automatic	You Instead		7,250.00
2012	Distribution and exhibition - automatic	Angels Share		220,586.00

2012	Distribution and exhibition - automatic	NEDS		9,465.00
2012	Distribution and exhibition - automatic	Valhalla Rising		2,800.00
2012	Distribution and exhibition - automatic	You Instead		604.00
2013	Distribution and exhibition - automatic	Angels Share		24,800.00
2013	Distribution and exhibition - automatic	Filth		122,633.00
2013	Distribution and exhibition - automatic	God Help the Girl		63,437.00
2013	Distribution and exhibition - automatic	Under the Skin		105,158.00
2013	Distribution and exhibition - automatic	You Instead		3,400.00
2008	Distribution and exhibition - selective	My Enemy's Enemy		12,000.00
2012	Distribution and exhibition - Selective	Angels Share		18,200.00
2013	Distribution and exhibition - Selective	Angels Share		1,200.00
2012	Distribution Online VOD/DCD	Distrify	Movies.com	337,103.00
2013	Distribution Online VOD/DCD	Distrify	Movies.com	388,600.00
2011	EFP Film Sales Support	Perfect Sense		5,000.00
2013	EFP Film Sales Support	Not Another Happy Ending		3,012.60
2013	EFP Film Sales Support	Starred Up		3,681.83
2008	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2008	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	12,916.00
2008	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	-
2008	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	10,538.00
2009	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2009	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	10,312.00
2009	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	1,379.37
2009	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	17,190.00
2010	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2010	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	17,782.00
2010	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2010	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	23,907.46
2010	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	18,731.00
2011	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2011	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	21,451.00
2011	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2011	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	21,635.00
2011	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	21,568.00
2012	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2012	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	21,048.00
2012	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2012	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	17,916.00
2012	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	19,292.00
2013	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2013	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	8,754.00
2013	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2013	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	16,161.00
2013	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	17,495.00
2010	iZi Audiovisual	Sigmaville	Last Word (aka Perfect Sense)	50,000.00
2007	Inractive Projects	Tag Games	Astro Farm	60,000.00
2009	Inractive Projects	Proper Games	LummoX	51,953.00
2008	Interactive and Games	Mark Grindle Associates	Wildlife	10,000.00
2008	Single Project Funding	Flying Scotsman Films / Rob Roy Films	Renegade	60,000.00
2009	Single Project Funding	Flying Scotsman Films / Rob Roy Films	Justified Sinner	60,000.00
2010	Single Project Funding	Synchronicity Films	Blood or Water	47,686.00
2010	Single Project Funding	Accidental Media	Children of Babel's Market	11,488.00
2010	Single Project Funding	True TV and Film	I Nearly Died Laughing	25,000.00
2007	Skills Development - Continuous	Moonstone	Moonstone Internationale Screen Labs	275,000.00
2007	Skills Development - Film Students	Edinburgh Napier University	Engage	150,000.00
2008	Skills Development - Film Students	Edinburgh Napier University	Engage 2	150,000.00
2009	Skills Development - Film Students	Edinburgh Napier University	Engage 3	150,000.00
2010	Skills Development - Film Students	Edinburgh Napier University	Engage 4	150,000.00
2011	Skills Development - Film Students	Edinburgh Napier University	Engage 5	150,000.00
2012	Skills Development - Film Students	Edinburgh Napier University	Engage 6	150,000.00
2013	Skills Development - Film Students	Edinburgh Napier University	Engage 7	150,000.00
2008	UK distributors funded through the Automatic Scheme	Cinefile	NA	145.00
2009	UK distributors funded through the Automatic Scheme	Cinefile	NA	4,887.00

2010	UK distributors funded through the Automatic Scheme	Cinefile	NA	6,819.00
2011	UK distributors funded through the Automatic Scheme	Cinefile	NA	1,433.00
2012	UK distributors funded through the Automatic Scheme	Cinefile	NA	5,000.00

2014-2020

Year	Programme	Company	Project	Direct – Amount €
2014	Access to Market Funding	Cinefile	Eye on Films 2014	220,000.00
2015	Access to Market Funding	Cinefile	Eye on Films 2015	220,000.00
2016	Access to Market Funding	Cinefile	Eye on Films 2016	220,000.00
2014	Audience Development Funding	Creative Scotland	European Childrens Film Catalogue	239,049.00
2014	Audience Development Funding	Creative Scotland	European Framework for Film Education	69,396.00
2014	Audience Development Funding	SDI Productions	Moving Docs	150,000.00
2014	Audience Development Funding	Regional Screen Scotland	North by Northwest	59,970.00
2015	Audience Development Funding	CMI	Moving Cinema	56,553.50
2015	Audience Development Funding	SDI Productions	Moving Docs 2015	171,000.00
2016	Audience Development Funding	CMI	Les Petites leçons de cinema	60,000.00
2016	Audience Development Funding	CMI	Moving Cinema	59,764.00
2016	Audience Development Funding	Wrap!	Scottish Film	171,591.00
2014	Development Single Project	Trix Pix Ltd	New Norway	25,000.00
14/15	Distribution and exhibition - automatic	71		65,031.00
14/15	Distribution and exhibition - automatic	Filth		74,273.00
14/15	Distribution and exhibition - automatic	Florence Foster Jenkins		614,465.00
14/15	Distribution and exhibition - automatic	God Help the Girl		45,172.00
14/15	Distribution and exhibition - automatic	Macbeth		357,554.00
14/15	Distribution and exhibition - automatic	Slow West		41,877.00
14/15	Distribution and exhibition - automatic	Starred Up		106,442.00
14/15	Distribution and exhibition - automatic	Sunset Song		1,680.00
14/15	Distribution and exhibition - automatic	Under the Skin		60,259.00
14/15	Distribution and exhibition - automatic	What We Did on Our Holiday		30,165.00
2014	Distribution Online VOD/DCD	Distrify	Movies.com	380,000.00
2015	Distribution Online VOD/DCD	Distrify	Movies.com	300,480.00
2016	Distribution Online VOD/DCD	Distrify	Movies.com	150,000.00
2014	Exhibition - Europa Cinemas Network	Cameo Edinburgh	Europa Cinemas	
2014	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	15,740.00
2014	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2014	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	13,826.00
2014	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	14,148.00
2015	Exhibition - Europa Cinemas Network	Belmont Filmhouse	Europa Cinemas	-
2015	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	3,500.00
2015	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2015	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	12,387.00
2015	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	11,315.00
2016	Exhibition - Europa Cinemas Network	Belmont Filmhouse	Europa Cinemas	854.35
2016	Exhibition - Europa Cinemas Network	DCA Cinema Dundee	Europa Cinemas	10,965.00
2016	Exhibition - Europa Cinemas Network	Eden Court Theatre Inverness	Europa Cinemas	
2016	Exhibition - Europa Cinemas Network	Filmhouse Edinburgh	Europa Cinemas	14,246.00
2016	Exhibition - Europa Cinemas Network	GFT Glasgow	Europa Cinemas	12,710.00
2014	TV Programme Funding	Red Kite Animation	Bradley and Bee	356,350.00
2016	TV Programme Funding	Trix Pix Ltd	New Norway	78,960.00
2014	UK distributors funded through the Selective Scheme	Cinefile	Priests Children	22,800.00

Erasmus + / Lifelong Learning / Youth in Action

This section excludes **higher education** grants as these are just to Universities for student exchanges, and the info gives no indication what subjects the students may be studying.

2007-2013

Lifelong Learning

Strand	Project	Grant in Euro	Partners	Lead Partner	Scottish co-organisers
Comenius: Multilateral projects	Continuing Intercultural Professional Development in Europe (2007)	225,000	UK, NL, IT, FI, PL (5)	Education For Global Citizenship Unit (EGCU) University Of Glasgow	
	European Music Portfolio (2009)	300,000	DE, UK, EL, SI, RO, ES, FR (9)	Landesinstitut für Schulsport, Schulkunst und Schulmusik, DE	University of Edinburgh, UK
	Learners, Teachers and Employers (2013)	224,094	BG, BE, RO, UK, FI (5)	University of the West of Scotland, UK	
	Training teachers to make READING fun through diglTal storytelling (2010)	297,217	IT,DK,RO,TR,UK (7)	Università degli Studi Guglielmo Marconi-Telematica, IT	Scottish Book Trust, UK
Comenius, Partnerships (Decentralised)	Learning with all senses (2008)	17,000	DE, PL, RO, UK, ES (5)		Gadburn Primary ASL (Additional Support for Learning) School, Glasgow, UK
	Our Tale Heros Are Meeting in Europe (2012)	20,000	TR, ES, SI, RO, UK, IT, PL, LT (7)		Mid Calder Primary, Livingston, UK
	Science and Creativity - Autonomous Robots (2013)	25,000	DE, UK, IT (3)		St. George's School for Girls, Edinburgh, UK
Development of Innovative ICT-Based Content, Services, Pedagogies and Practice for Lifelong Learning (Key Activity 3), Networks	Ed2.0Work - European network for the integration of Web2.0 in education and work (2011)	449,881	UK, EE, BE, ES, AT, TR, RO, PL (12)	University of the West of Scotland, UK	
Dissemination and Exploitation of Results, and Exchange of Good Practice (Key Activity 4), Multilateral projects	European storehouse on the local and regional dimension of Lifelong Learning (2009)	297,343	UK, IT, DE, HU (4)	University of Glasgow, UK	
Erasmus, Academic Networks	Medical Education in Europe 2 (2009)	599,145	UK, BE, IE, EL, NL, DE, ES, TR, PT, HU, SE, AT, DK, IT, SI, CZ, EE, IS, NO, BG, MT, PL, FI, FR, LV, LT, RO, SK (89)	University of Edinburgh, UK	Association For The Study Of Medical Education, Edinburgh, UK; Scottish Deans Medical Education Group, Glasgow, UK
	SHARE Academic Network (2010)	560,394	IE, EE, BE, BG, CZ, DK, DE, ES, FR, IT, CY, LV, LT, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK, TR, IS, NO, HU (34)	Dublin Institute Of Technology, IE	The Glasgow School Of Art, UK
	University Network for Innovation in Guidance (2009)	520,171	DE, IE, CY, NL, CZ, DK, EL, ES, FR, IT, LV, LT, LU, HU, AT, PL, PT, RO, SI, SK, FI, SE, UK, IS, No, EE, BG (39)	Ruprecht-Karls-University Of Heidelberg, DE	University Of The West Of Scotland Paisley UK
Erasmus, Cooperation between Universities and Enterprises	100 Mirrors, Tools for the motivation of enterprising women (2011)	293,809	ES, UK, FR, PL, EL (8)	Universidad de Zaragoza, ES	Craigmillar Opportunities Trust, trading as CRE8TE, Edinburgh, UK
Erasmus, Development of Study Programmes	European Master in Landscape Architecture (2011)	264,832	FR, DE, UK, NL, ES (6)	Edinburgh College Of Art, UK	

Grundtvig, Multilateral projects	Entrepreneurial competences of teachers (2008)	197,507	CZ, MT, NL, NO, UK (5)	Rekvalifikacni A Informacni Centrum S.R.O., CZ	Kilmarnock College, UK
	Mix@ges - Intergenerational Bonding via Creative New Media (2011)	299,808	UK, AT, BE, SI (5)	University of Strathclyde, UK	
	Non-Profit Space: the Non-Profit Sector as key & transversal competencies generator (2009)	299,922	IT, EL, EE, PT, UK, LT, NL (10)	TAMAT NGO, IT	Assist Social Capital, Edinburgh, UK
Grundtvig, Partnerships (Decentralised)	Beauty of Textile Handcrafts (2012)	20,000	SK, IS, UK (3)	The Firm of ARCH, Perthshire, UK	
	Disabled in Theatre and Music (2008)	15,000	PL, SK, UK (3)	Polskie Stowarzyszenie na Rzecz Osób z Upośledzeniem Umysłowym Koło w Gdańsku, PL	T.J.Arts, Melrose, UK
	Strongmother – Supporting single parents in Europe (2012)	20,000	FR, SE, ES, DE, UK (7)	TTG Team Training, DE	One Parent Families Scotland, UK
Languages (Key Activity 2), Multilateral Projects	Let's become a bilingual family! (2010)	286,778	IT, ES, RO, UK, SK (7)	Fundatia EuroEd, RO	University of Edinburgh, UK
Leonardo da Vinci, Development of Innovation	European Design Training Incubator (2007)	497,483	BE,UK,FR,EE,DE,BG (6)	design innovation	The Robert Gordon University - Gray's School of Art, UK
Leonardo Da Vinci, Multilateral projects on Innovation	Knowhow-expanded (2009)	261,945	IS, NO, DK, UK (9)	The Reykjavik School of Visual Art, IS	Heriot-Watt University, Edinburgh, UK
Policy Co-Operation And Innovation In Lifelong Learning (Key Activity 1), Observation and Analysis-Studies and Comparative Research	Creative Activities in Learning for Innovation (2010)	670,601	LV, EL, DE, UK, FI, PT (9)	Rīgas Starptautiskā ekonomikas un biznesa admin. Augstskola, LV	Scottish Institute for Enterprise, Glasgow, UK

Youth in Action

<i>Strand</i>	<i>Project</i>	<i>Grant in Euros</i>	<i>Partners</i>	<i>Lead Partner</i>	<i>Scottish co-organisers</i>
European Voluntary Service	The Forest (2008)	8,143	DE,UK (2)	IN VIA Kath, DE	The Forest, UK
	N(etwork) for I(nnovative) and C(reative) E(uropeans) in Ukraine	49,996	PL,PT,FR,UA,RO,UK, TR (12)	Donetsk Civic Organization Alliance, UA	Aberlour Youthpoint Glasgow, UK
Youth for Europe, Youth Exchanges	Understanding Discrimination, Building Community : Exploring Europe's Past and Create Our Future Together (2010)	17,183	NL, SI, EL, HU, RO, UK (6)	European Youth For Action (EYFA), NL	Firefly International, UK
	Wandelbares Wasser - Changeable Water: Water speaks all languages (2009)	26,520	AT, UK, ES, LV, EL, IT, NO (8)	Youth for Gain & Sustain, AT	Caroline Davis, UK
	Theatre exchange (2013)	33,455	NO, UK (2)	Teatergruppa Integretto	Newton Dee Camphill, UK
	Theatre exchange (2013)	15,608	NO, UK (2)	Teatergruppen Integretto	Newton Dee Camphill, UK
Youth for Europe, Youth Initiatives	Edinburgh Film Production Group - Films for Development (2011)	6,029	UK (1)	The Edinburgh Film Production Group, UK	
	What Borders do you cross to be free (2008)	11,465	DE, TR, NL, UK (4)	Loesje e.V., DE	Xchange Scotland, UK
Youth in the World, Cooperation with neighbouring partner countries	Creativity and Innovation for Active Citizenship (2009)	23,885	AL, TR, MK, HR, UK, DE, SI, IT, NL, RS (12)	Beyond Barriers Association, AL	Xchange Scotland, UK
	Drama tools for intercultural dialogue and active participation (2010)	18,139	RO, XK, EL, MD, DE, AL, PT, TR, LT, LV, BY, FR, MT, AZ, UK, RS, UA, IT, AM, SE, GE, RU, NL, MK (28)	Fundatia pentru Tineret Buzau, RO	Niddrie Community Youth Group, c/o Hunters Hall Housing Co-op, UK
	Once Upon a Time in Europe (2013)	???	PL, CZ, RS, ME, MK, ES, AL, AZ, UK, IT, TR, AM (12)	Bujrum Center For Rural Development; Bujrum, MK	International Voluntary Service; IVSGB, UK
	The cultural differences through creative photography (2013)	???	GE, ES, UK, TR, MD, AM (6)	United Youth international NGO, AM	Grey Lodge Settlement, UK

Youth Support Systems, Training and networking of those active in youth work and youth organisations	Creativity and innovation in the countryside: preparing a transnational rural project (2009)	2,720	FI, EE, DK, AT, SE, UK (6)	Rural Youth Europe, Helsinki, FI	Scottish Association Of Young Farmers Clubs, UK
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Decentralised Grants

<i>Project Ref No</i>	<i>Project Title</i>	<i>Name</i>	<i>Postal Code</i>	<i>Grant in Euro</i>
GB-11-58-2009-R1	Findhorn Foundation Collage, "Butterfly Effect" - Youth Exchange on Creative Sustainability	Findhorn Foundation Collage	IV36 2RD	24450
GB-11-73-2009-R1	Outdoor Creativity	Cairneyhill Explorer Scouts	KY12 8RN	5097
GB-11-247-2009-R5	Exchange with young people from Brittany with music as the core activity	Ceolas	HS8 5SS	6704
GB-21-57-2009-R2	Firefly - Ceud Mile Fáilte	Firefly Arts	EH54 5BP	29855
GB-21-90-2009-R2	Edinburgh University Settlement-Cultural Exchange through Arts and Education (Sending)	Edinburgh University Settlement	EH8 9AL	5530
GB-21-147-2009-R4	The Forest - A Community Arts Project	The Forest	EH1 1EY	24770
GB-21-31-2010-R1	The Forest - Arts Culture and Community Project	The Forest	EH1 1EY	24450
GB-21-67-2010-R2	Firefly Arts - Media for All	Firefly Arts	EH54 5BP	2170
GB-21-97-2010-R2	Firefly Arts - Ceud mile failte	Firefly Arts	EH54 5BP	22658
GB-11-101-2010-R3	Who are you looking at?	Scottish Youth Dance	G4 0UW	14613
GB-11-102-2010-R3	Scotland and Finland, Cultural Encounters	Dundee College Kingsway Campus	DD3 8LE	8594
GB-21-117-2010-R3	Firefly Arts - Ceud mile failte	Firefly Arts	EH54 5BP	8400
GB-21-126-2010-R3	Cultural Exchange through Arts and Education (Sending)	Edinburgh University Settlement	EH8 9AL	14800
GB-21-160-2010-R4	The Forest - an arts, culture and community project	The Forest	EH1 1EY	18,765
GB-11-141-2010-R5	Culture and Lifestyle - A Joint Finnish-Scottish Experience	Dundee College	DD3 8LE	15435
GB-21-197-2010-R5	An arts, culture and community project	The Forest	EH1 1EY	9970
GB-11-E10-2012-R1	In the Same Boat	Visible Fictions Theatre Company	G2 6LY	21297
GB-11-E115-2013-R3	RE:LOCATION International Youth Theatre Exchange Project	Promote YT (Scotland)	EH6 8RG	45,491
GB-11-E6-2013-R1	"Lights, Camera, Action" - Exploring Youth Participation and Leadership using the medium of film.	Argyll and Bute Council	PA31 8RT	13,980
GB-11-E70-2013-R2	Sharing Culture Of Today	Yipworld.com	KA181PG	18839.5

2014-2020: Erasmus Plus

Decentralised

Key Action 1 Mobility

Call year	Sub-Strand	Project Title	EU Grant in euros	Participating countries	Coordinating organisation name	Scottish Partner(s)
2014	Adult education staff mobility	Nature Exchange Two - managing our natural and cultural assets	263,495.00	UK,SK,IS,RO,PL,CY,SI,NO,FI,BG,LV	The Firm of ARCH, UK	Woodland Trust; Loch Lomond and The Trossachs National Park Authority; Cairngorms National Park Authority; Caithness Horizons; Institute of Chartered Foresters; John Muir Trust; Royal Society For The Protection Of Birds; Scottish Natural Heritage; Scottish Wildlife Trust; SRUC; The Forestry Commissioners; The National Trust for Scotland
2016	Adult education staff mobility	Nature Exchange Three - Managing our Natural and Cultural Assets	219,720.00	UK,NO,BG,LV,SK,IS,PL,FI,CY,RO,EE,SI	The Firm of ARCH, UK	
2014	School education staff mobility	Improving the bilingual curriculum to gain the Certilingua Award of Excellence	8,642.00	DE,UK	Ricarda-Huch-Gymnasium, Gelsenkirchen, DE	Jedburgh Grammar School
2016	School education staff mobility	1+2 Professional Language Learning and Development in Parkhead Primary School	1,345.00	UK	Parkhead Primary school, UK	
2016	School education staff mobility	Spanish Immersion Course	8,020.00	UK	Holy Cross (RC) Primary School, UK	
2016	School education staff mobility	Spanish Language Immersion Course	4,010.00	UK	Kilpatrick School, UK	
2014	VET learner and staff mobility	Introducing students and staff to innovation in materials and methods, and connecting them to the European education and employment system.	53,619.00	IS,FI,UK	Myndlistaskolinn i Reykjavik, IS	Glasgow School of Art
2014	VET learner and staff mobility	Leading Learning Academy Reciprocal Network	59,460.00	UK,ES,SE	Dundee And Angus College, UK	
2014	VET learner and staff mobility	MUSIC WITHOUT FRONTIERS	24,955.00	EE,FI,PT,PL,UK,CZ,ES	Georg Otsa nim. Tallinna Muusikakool, EE	Glasgow Kelvin College
2014	VET learner and staff mobility	Music without Frontiers	44,836.00	FI,EE,PT,PL,UK,CZ,ES	Lahden Konservatorio Oy, FI	Glasgow Kelvin College
2014	VET learner and staff mobility	Music without frontiers	56,967.00	PL,UK,FI,ES,PT,EE	Zespół Panstwowych Szkol Muzycznych nr 4 im. Karola Szymanowskiego w Warszawie, PL	Glasgow Kelvin College
2014	VET learner and staff mobility	Music Without Frontiers/Fashioning the Future	92,520.00	UK,FI,EE,ES,CZ,PL,DE,LV	Glasgow Kelvin College, UK	
2014	VET learner and staff mobility	Tartangarde	34,620.00	DE,CZ,UK,LV	Berufliche Schule - Direktorat 5, Nürnberg, DE	Glasgow Kelvin College
2015	VET learner and staff mobility	European Focus on Up Skilling	346,872.00	IE,FI,EE,UK,FR,SI,ES	Cavan and Monaghan Education and Training Board, IE	New College Lanarkshire
2015	VET learner and staff mobility	Excursion weeks, Prague and Madrid	152,217.00	LI,NL,UK,ES,CZ	Kunstschule Liechtenstein, LI	Glasgow School of Art
2015	VET learner and staff mobility	Introducing students and staff to innovation	86,753.00	IS,DE,UK	Myndlistaskolinn i Reykjavik, IS	Heriot-Watt University

		in materials and methods, and connecting them to the European education and employment system.				
2015	VET learner and staff mobility	Mobilité de stages en Europe pour les Arts Graphiques	14,139.00	FR,FI,UK,ES,RO	Lycée de la Communication St Géraud, FR	Glasgow Kelvin College
2015	VET learner and staff mobility	Prakse, pieredze, piilveide Eiropā	84,227.00	LV,UK,FI,CZ,PT,HU	Rīga Art and Media School, LV	Armands Balams Joinery, Stonehaven
2016	VET learner and staff mobility	Izaugsme Eiropā mediju mākslā un dizainā	120,759.00	LV,PT,UK,CZ,HU,ES,IT,FI	Rīga Art and Media School, LV	Armands Balams Joinery, Stonehaven
2016	VET learner and staff mobility	Mobilité Professionnelle pour les Arts Graphiques	41,368.00	FR,UK,ES,BE,RO,FI	Lycée de la Communication St Géraud, FR	Glasgow Kelvin College
2016	VET learner and staff mobility	Music without frontiers - 2	72,695.00	PL,UK,EE,ES,FI,PT	Zespół Państwowych Szkół Muzycznych nr 4 im. Karola Szymanowskiego w Warszawie, PL	Glasgow Kelvin College
2016	VET learner and staff mobility	Music Without Frontiers 2	65,224.00	UK,PT,FI,PL,EE,ES	Glasgow Kelvin College, UK	
2016	VET learner and staff mobility	Music without Frontiers 2	40,649.00	ES,PT,UK,PL,EE	Conservatorio Profesional de Música Jacinto Guerrero de Toledo, ES	Glasgow Kelvin College
2016	VET learner and staff mobility	Music without Frontiers 2	51,141.00	FI,PL,UK,EE,PT	Lahden Konservatorio Oy, FI	Glasgow Kelvin College
2016	VET learner and staff mobility	UNITED BY ARTS	153,432.00	PT,FI,EE,CZ,UK,ES,PL	Conservatório - Escola Profissional das Artes da Madeira - Eng.º Luiz Peter Clode, PT	Glasgow Kelvin College
2014	Youth mobility	"MUSIC +" - Edukacja muzyczna i taneczna filarem rozwoju każdego człowieka.	9,555.00	PL,IT,UK,FR	Młodzieżowy Dom Kultury "Dom Harcerza", PL	Community Learning and Development Service, Education Services, Falkirk Council
2014	Youth mobility	"Young in Europe- Today and Tomorrow"	15,860.00	DE,SE,UK,IT	Kreisausschuss des Odenwaldkreises, DE	Community Learning and Development Service, Education Services, Falkirk Council
2014	Youth mobility	Circus pedagogy as a tool for community building	14,850.00	BE,UK,IT	Circusplaneet vzw, BE	Xchange Scotland
2014	Youth mobility	Conserving Scottish Wildlife	44,982.66	UK,FR,ES,BE,SI,DE	Scottish Wildlife Trust, UK	
2014	Youth mobility	Dance education revisited	11,117.26	BE,UK,TR,AT,FI	Mooss, BE	IMAGINATE
2014	Youth mobility	Empty spaces of ...	14,650.00	SI,DE,PT,UK,PL	Mladinski center Zagorje ob Savi, SI	Create Paisley SCIO
2014	Youth mobility	EnAct - Empowerment through Nature, Authentic Communication and Theatre	25,808.12	UK,HU,CZ,TR,DE,IT,PT,IE	Children and Youth in Community, UK	
2014	Youth mobility	EVS in Styria	29,815.42	AT,BE,UK,RO,SI	LOGO jugendmanagement gmbh, AT	Xchange Scotland
2014	Youth mobility	Follow the trails	18,800.00	FR,BE,DE,UK,IT	Concordia Picardie, FR	Xchange Scotland
2014	Youth mobility	Get Storied - STORYtelling and Education	17,862.00	IT,PL,BE,EL,RO,UK,PT,IE,HU,CZ,ES	Cooperativa Sociale Muovimente, IT	Children and Youth in Community
2014	Youth mobility	LegiLAB Sessions	3,370.00	SI,IT,PL,UK	Zavod za podporo civilnodružbenih iniciativ in multikulturno sodelovanje Pekarna Magdalenske mreže Maribor, SI	Active Inquiry Community Interest Company
2014	Youth mobility	LIFE SOUND	14,454.00	IT,RO,BG,UK,PT,EL,TR,ES	Gruppo Pax, IT	Crookston Community Group

2014	Youth mobility	Refugees	44,931.98	IT,UA,FR,UK,PT,ES	Fondazione Don Orione Onlus, IT	Xchange Scotland
2014	Youth mobility	Tabačka Kulturfabrik - New Beginning	8,675.00	SK,UK,ES,FR	Bona Fide, SK	Aberlour Youthpoint Glasgow
2014	Youth mobility	Youth culture in Linköping	27,946.00	SE,BE,UK,AT	Studieförbundet Östergötland, SE	Article 12 in Scotland
2015	Youth mobility	A WORLD OF POSSIBILITIES	107,116.67	PT,EE,BG,IT,ES,FR,SE,AM,LU,UK,MT,GE	Associação Mais Cidadania, PT	The Forest
2015	Youth mobility	ABC Art Between Communities	26,785.01	PT,PL,UK,IT,HR	Centro Social Paroquial de Cristo Rei, PT	Xchange Scotland
2015	Youth mobility	A-Team- International Exchange	13,230.00	PL,ES,UK	Fundacja Rozwoju Społeczeństwa Przedsiębiorczego, PL	Scottish Youth Theatre Ltd
2015	Youth mobility	Creative Crossings	18,072.32	NL,IT,UK	Stichting P60, NL	Xchange Scotland
2015	Youth mobility	Cross Cultural Collaboration	53,130.66	UK,PT,DE,LT,TR,AL,EL	The Forest, UK	
2015	Youth mobility	Intercambio Crossfader	11,016.00	ES,UK	Cultural te Cooperando, ES	Cross Culture
2015	Youth mobility	LegiLAB	8,970.00	SI,PL,UK,IT	Zavod za podporo civilnodružbenih iniciativ in multikulturno sodelovanje Pekarna Magdalenske mreže Maribor, SI	Active Inquiry Community Interest Company
2015	Youth mobility	Re-ENACT (Empowerment though Nature, Authentic Communication and Theatre	28,530.72	IE,LB,TR,MA,AM,UK,IT,GE,PT,HU,EE,CZ	Ard Aoibhinn Community Initiatives limited, IE	Newbold Trust
2015	Youth mobility	Youth Building Bridges Through The Arts	50,841.00	UK,BA	Firefly International, UK	
2016	Youth mobility	Aisling Project Ltd	42,440.00	IE,UK,ES,DE	Aisling Project Ltd, IE	Xchange Scotland
2016	Youth mobility	Better by Design	42,850.00	UK,SE	83rd Fife (Cairneyhill) Scout Group, UK	
2016	Youth mobility	Competences Unplugged	27,729.00	UK,IE,CZ,BE,PT,AT,EL,TR,HU,IT	Coyote Initiatives CIC, UK	
2016	Youth mobility	Creative Potential	26,140.00	UK,IT,HU,PT,DE,IE,CZ,ES	Newbold Trust, UK	
2016	Youth mobility	CROSSFADER "Intercambio Cultural y Artístico" Madrid	19,008.00	ES,FR,UK	Cultural te Cooperando, ES	Cross Culture
2016	Youth mobility	Do it your Dance!	19,920.00	ES,UK,CZ,FR	Asociación La Casa Urbana, ES	The Efen Dancing club UK
2016	Youth mobility	EnAct	19,165.00	HU,TR,EL,IE,IT,UK,BG,CY	Tudatos Ifjúsgéért Alapítvány, HU	Coyote Initiatives CIC
2016	Youth mobility	FINESTRA INCLUSIVA A EDIMBURGO	13,360.00	ES,UK	Asociación La Finestra Nou Circ, ES	Circus Alba Ltd
2016	Youth mobility	GÖLGE OYUNUNU GÖLGEDE BIRAKMA!-DON'T OVERSHADOW THE SHADOW PLAY!	21,000.00	TR,ES,UK,EL,RO	Kültürel Mirasçılar Grubu, TR	Beyond Borders
2016	Youth mobility	Heart4Art	14,404.00	ES,FI,BE,RU,UK	DE AMICITIA, ES	Xchange Scotland
2016	Youth mobility	KCAT Art and Study Centre	25,776.00	IE,DE,FR,UK	Camphill Communities of Ireland - KCAT, IE	Xchange Scotland
2016	Youth mobility	Life Story to True Glory	24,516.00	UK,PT,IT,CZ,EE,FI,SE,ES,HU	Newbold Trust, UK	
2016	Youth mobility	Protecting Scotland's Biodiversity	33,645.32	UK,FR,AT,PT,ES	Scottish Wildlife Trust, UK	
2016	Youth mobility	Samba Youth Europe	21,270.00	FR,UK	Samba Résille, FR	SambaYaBamba
2016	Youth mobility	Share the Right Story	22,716.00	CZ,SI,PT,ES,HU,UK,PL,RO,IT,EL,IE,NL,FR	Act In Ostrava, CZ	Newbold Trust
2016	Youth mobility	TeeNEXTers - Enhancing critical thinking for young people in Europe	17,218.00	FR,UK,NO,ES,BE,IE	Le Grand Bleu, FR	Youth Theatre Arts Scotland

2016	Youth mobility	The Heart of the Story	29,398.00	UK,CZ,IE,PT,T R,EL,IT,HU,FR	Coyote Initiatives CIC, UK	
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Key Action 2 Projects

Call year	Sub-Strand	Project Title	EU Grant in euros	Participating countries	Coordinating organisation name	Scottish Partner(s)
2016	Capacity Building in higher education	Common Good First - digital storytelling for Social Innovation	999,880.00	UK,ES,NO,ZA, DK,IS	The Glasgow Caledonian University, UK	
2014	Strategic Partnerships for adult education	ACTING UP	281,267.00	PL,UK,PT,FR,IT	36,6 Competence Centre, PL	Glasgow Clyde College
2015	Strategic Partnerships for adult education	Participation of Refugees into Social Life	133,805.00	TR,IT,NL,ES,U K,PT,NO	Uluslararası Sanat Egitimcileri Dernegi, TR	European Development Innovation Network
2016	Strategic Partnerships for adult education	Curricula for culture volunteers and managers in sparsely populated areas	273,130.00	UK,HU,DK,PT, PL	Voluntary Arts Network, UK	
2014	Strategic Partnerships for higher education	CRAFTING THE FACADE: Reuse, Reinvent, Reactivate	343,175.00	LI,UK,NL	Universitat Liechtenstein, LI	Glasgow School of Art
2014	Strategic Partnerships for higher education	Creative Industries Global Network	239,570.00	SE,BE,DE,UK	Linkopings Universitet, SE	University of the West of Scotland
2015	Strategic Partnerships for higher education	Clustering Creativity	131,895.00	LT,LV,UK,DE,H R	Vilniaus Gedimino Technikos Universitetas Viesoji Istaiga, LT	Edinburgh Napier University
2015	Strategic Partnerships for higher education	Modernising European Higher Music Education through Improvisation	347,675.00	EE,UK,FR,FI,N O,SE,NL,RO,D E,LT,BE,ES	Eesti Muusika- ja Teatriakadeemia, EE	Royal Conservatoire of Scotland
2016	Strategic Partnerships for higher education	A zenepedagógiai gyakorlat kreatív utakon történő megújítása a kodályi alapelvek mentén Magyarországon, Hollandiában és Skóciában	246,938.00	HU,UK,NL	Liszt Ferenc Zeneművészeti Egyetem, HU	National Youth Choir of Scotland; Royal Conservatoire of Scotland
2014	Strategic Partnerships for school education	Art Nouveau - Art Renouveau	358,090.00	UK,RO,SI,BG, DE,FR	Wellington School (Ayr) Ltd, UK	
2015	Strategic Partnerships for school education	Open The Doors - New Directions in NEET prevention through teacher capacity building	159,604.00	ES,NL,CZ,UK,R O,PT,HU	Asociación Educativa Vall del Terri, ES	University of Glasgow
2015	Strategic Partnerships for Schools Only	For Learners Around the Globe	104,465.00	SK,IT,BG,PL,H R,UK,FR	Materska skola Juhoslovanska 4 Kosice, SK	Carmondean Primary School
2015	Strategic Partnerships for Schools Only	Media Citizenship in Europe	96,150.00	FI,ES,UK,PT	Merenojan koulu, FI	Balwearie High School
2015	Strategic Partnerships for Schools Only	Media, social networks and ICT: opportunities for learning	194,290.00	ES,IT,PL,TR,UK ,LV,EL	IES María Moliner, ES	Knox Academy
2015	Strategic Partnerships for Schools Only	Tell me your fairy tale!	95,930.00	PL,BG,EL,CY,U K,IT	Zespół Szkół w Somoninie, Szkoła Podstawowa im. Kardynała Stefana Wyszyńskiego, PL	Crookston Castle Primary School
2016	Strategic Partnerships for Schools Only	EUREKA! Past, Present and Future!	128,000.00	UK,EL,FR,IT,R O	Craigclowan Preparatory School, UK	
2016	Strategic Partnerships for Schools Only	From Papyrus to Stonepaper and	206,275.00	DE,NL,ES,TR,E E,IT,UK,EL,PL	Grundschule im Beerwinkel, DE	The Edinburgh Academy

		Beyond - the Questions behind				
2016	Strategic Partnerships for Schools Only	joy in education	119,435.00	NL,IT,UK,BG,PL,EL	pcb Het Baken, NL	Easterfield Primary School
2016	Strategic Partnerships for Schools Only	SHARING EUROPEAN VALUES USING FILM AND CINEMA	126,925.00	UK,TR,IT,LT,PT	Kilmarnock Academy, UK	
2015	Strategic Partnerships for vocational education and training	Applicable Representation of City Centres with Heritage Importance	359,890.00	UK,LV,ES,HU,RO,PL	Edinburgh World Heritage Trust, UK	
2015	Strategic Partnerships for vocational education and training	MUSICREATES	182,275.00	FI,EE,UK	Kainuun ammattiopisto, FI	Glasgow Kelvin College; Connect-IN Enterprises
2014	Strategic Partnerships for youth	Career Development of Deaf Young in Drama	117,139.00	UK,RO	Solar Bear Limited, UK	
2014	Strategic Partnerships for youth	Connecting and improving peer intervention in nightlife settings on EU level	76,211.00	SI,BE,UK,DE,NL,PT,ES	Slovensko zdruzenje za zmanjsevanje skodljivih posledic drog - DrogArt, SI	Crew 2000 Scotland Ltd
2014	Strategic Partnerships for youth	Die Welt verändern ohne sich kaputt zu machen - Strategien des nachhaltigen zivilgesellschaftlichen Engagements für Jugendliche und junge Erwachsene.	32,300.00	DE,NL,UK	Kommunikationskollektiv, DE	Youth Training Group
2016	Strategic Partnerships for youth	Creative Commons: Working together to support youth theatre development	120,562.00	IE,UK	National Association for Youth Drama, IE	Youth Theatre Arts Scotland
2016	Strategic Partnerships for youth	Digital Artisans	33,410.00	MK,PL,UK	Company for consulting and other services Inception Enterprise LTD Skopje, MK	European Development Innovation Network
2016	Strategic Partnerships for youth	Visuals for Discussing Films that Seek to Influence Our Actions or Mindsets	53,600.00	EE,LV,UK	MONDO MTU - NGO MONDO, EE	Scottish Development Education Centre (Scotdec)
2014	Erasmus Mundus Joint Master Degrees	Kino Eyes -The European Movie Masters - Erasmus Plus Joint Master Degree	2,053,000.00	PT,UK,EE	COFAC Cooperativa De Formacao E Animacao Cultural CRL, PT	Edinburgh Napier University

Europe for Citizens

As a general point, the listings of successful projects for this programme do not provide information about other partners – so it is impossible to tell whether any of these other partners were from Scotland. And, even if this information was available, the project title is usually such that it does not provide enough information to tell whether the project was relevant to the sector.

2007-2013

Town Twinning

These are very lengthy lists (which only provide the names of the twin towns) and given these are simply meetings between twin towns, it is unlikely these were especially relevant to the sector.

Networks of Twin Towns

There were no projects led by towns from Scotland – though there were at least one from each of England, Wales and NI.

Citizens Projects

There were no projects led by organisations from Scotland – though there were several from England.

Civil Society Projects

There were no projects led by organisations from Scotland – though there were several from England.

Remembrance Projects

There were two successful projects led by organisations from the UK – one of which was from Scotland, and which was also relevant to the arts sector:

2007

REM 017

The First To Go

Benchtours Productions Ltd (*theatre company*)

Bonnington Mill, 72 Newhaven Road EH6 5QG Edinburgh UK

susannah@benchtours.com / www.benchtours.com

Nazism, equal opportunities, European values

22.000,00

Operational Grants (think tanks, networks, platforms, etc.)

There were no projects led by organisations from Scotland – though there were a few from England. Given that these are operational grants, there are no partners as such.

Support Measures

There were no projects led by organisations from anywhere in the UK. Given that these are support measures, there are no partners as such.

Note

There are Compendia available for 2013 projects, which provide more information on all the projects selected, but none of these have any references to “Scot....”.

2014 onwards

Remembrance

There were 3 projects led by UK partners in this period (two of which were culture projects), but none from Scotland.

Town Twinning

There was 7 projects led by UK partners in this period, including the following from Scotland, which was also a culture-related project:

2014

558933

Cultural Connections

Aberdeen City Council

€ 5.000

Networks of Towns

There were no projects led by organisations from the UK in this period. However, for 2015, there is an extra listing available which includes some details of partners from other countries – and, in one network, one of these other partners was COSLA. In this network, there were 7 partners and a grant of 80,000 euros, so COSLA probably received 10,000 euros. However, there is no evidence that this project had anything to do with the relevant sectors.

Civil Society Projects

There was 3 UK led projects, including 1 led by a Scottish organisation, but there is no evidence that this project had anything to do with the relevant sectors:

2015

Social Capital and Abundance – Learning together how to create abundant communities

Assist Social Capital CIC

563627 / 70.250,00 €

Operational Grants (think tanks, networks, platforms, etc.)

There were no projects led by organisations from Scotland – though there were 3 each year from England (the same 3 organisations each year). Given that these are operational grants, there are no partners as such.

FP7 / Horizon 2020

2007-2013: FP 7

<i>Strand</i>	<i>Project</i>	<i>Proj Cost</i>	<i>EU contrib'n</i>	<i>Lead Partner</i>	<i>Scottish Co-orgs</i>
FP7-ICT	Connecting ICT and Art communities	607 850	542 000	Sigma Orionis SC, FR, 144 640	BLACK CUBE COLLECTIVE CIC, 83 870
FP7-ICT	Creativity REsearch Adaptive roadmap	1 002 130	949 990	University of Surrey, UK, 208 970	Black Cube Collective CIC, 46 330
FP7-ICT	COllaborative CrEative design PlaTform	4 567 610	3 300 000	Intrasoft International, LU, 655 090	Robert Gordon University, Participation ended, 104 330

2014-2020: HORIZON 2020

<i>Strand</i>	<i>Project</i>	<i>Project Cost</i>	<i>EU contrib'n</i>	<i>Lead Partner</i>	<i>Scottish Co-orgs</i>
H2020-EU.3.6.3.1	Emotive Virtual cultural Experiences through personalized storytelling	2 646 447	2 643 447	Exus Software Ltd, UK, 489 620	University Of Glasgow, 241 891.20

European Research Centre

None relevant.

APPENDIX – Project Descriptions

EU funding can be split into two main **categories**:

- The **European Structural and Investment Funds (ESIF)**, which are mostly devolved back to the member states and, in the case of the UK, then distributed separately in England, Scotland, Wales and NI. The ESIF also covers the **Interreg** programme which funds projects on the basis of trans-national partnerships and which distributes funds via a number of geographically focused strands and sub-strands (Scotland is eligible to participate in 8 of these sub-strands).
- The **trans-national funds**, which are programmes designed to stimulate collaborative working between partners from several eligible countries, or which support visits and exchanges between countries.

European Structural and Investment Funds

Interreg

A: IE-UK

ConnectG

Sabhal Mòr Ostaig
Sleat, Isle of Skye IV44 8RQ
1188096.23
SME and entrepreneurship

Cultural heritage and arts

Institutional cooperation and cooperation networks

By realising and maximising the economic value of the region's rich and unique culture, the project aims to achieve a sustainable competitive advantage for the participating areas. This will be achieved by the adoption of a collaborative/ shared-service approach for the provision of services and supports to the **cultural and creative industries**. This will be done by providing an intensive programme of targeted support to raise ambition, foster entrepreneurship and establish routes to market for the **creative industries and related sectors** of the cross-border area. The project will provide coordinated, cross-border shared service intervention which is presently delivered in a fragmented approach by different economic, education and social agencies working within each jurisdiction. A significant library of resources will be created which will be available post-project, and the project itself will serve as a model which can be easily rolled out to other sectors, services and across other borders.

Creative Futures Programme

University of Ulster
Northland Road, Londonderry BT52 1SA
4518279.00

Clustering and economic cooperation
SME and entrepreneurship

The Partnership is led by the University of Ulster supported by Dundalk Institute of Technology, Skillset and Adam Smith College, which has established a consortium of Scottish delivery partners. The partnership is supported by the Nerve Centre and Letterkenny Institute of Technology. The partners have identified a range of activities which will be delivered over a three year period across the eligible area. These are grouped around four specific Themes

Theme 1: Intelligence Gathering

Theme 2: Developing Networks of Scale

Theme 3: Skills Development

Theme 4: Enterprise Development and Project Finance

Taking account of the Themes identified, the Partners will use their significant research capacity to conduct a baseline assessment and continual monitoring of the **Creative Industries Sector** in the eligible region to allow for up to date and dynamic development in the sector. This will be reviewed and benchmarked against the activities and performance of the industry against identified global exemplars on an ongoing basis. The intelligence gathered will be used to update all the other activities of the programme.

Adam Smith College, St. Brycedale Avenue, Kirkaldy KY1 1E

B: Atlantic Area

INNOVATE

Territorial Innovation and Economic Change

Fundacion Municipal De Cultura Del Ayuntamiento De Aviles
Plaza De Domingo Alvarez Acebal, 1, 33400 Avilés
Spain
224044.00

1456289.25

<http://atlanticprojects.ccd-r-n.pt/project-area/knowcities>

Innovation capacity and awareness-raising

Clustering and economic cooperation

Regional planning and development

The main objective of this project is to increase the capacity of the partner authorities to manage and promote economic change, growth and consolidation of new activities at a local level and to promote the development of the knowledge economy and high value added sectors that can contribute to a more sustainable economic development. Partner pilot projects have focused on the development of projects on the following areas: reinforcement of the **cultural industries** focusing on entrepreneurs in Avilés; promotion of community support and public consultation in Mid-West Regional Authority; elaboration of a strategy for territorial promotion through knowledge and creativity economy in PRIMUS partner; promotion of **culture and heritage** as key assets to stimulate economic conversion in Pau; support mechanisms for the development of social innovation in all regions, led by Glasgow Caledonian University and e-business and the use of Internet to network and empower business processes, and support to internationalization in Seville. Partners have created three groups based on several areas, **cultural, artistic and creative industries**, business and social innovation, in order to reinforce transnational cooperation and knowledge transfer to all regions on the AA.

01-Apr-10 / 30-Jun-12

Glasgow Caledonian University, Strategy, Innovation and Enterprise, City Campus, Glasgow G4 OBA

B: North Sea Region

CCC: Creative City Challenge

Hamburg University of Applied Sciences

Lohbrügger Kirchstr. 65, 21033 Hamburg

Germany

4149974.00

2074974.00

<http://www.creative-city-challenge.net/en.html>

Urban development

Clustering and economic cooperation

Innovation capacity and awareness-raising

CCC aims to build and implement an integrated evidence-based strategy for cities to strengthen their innovative capacity by means of a methodology of joint development and pilot testing of new tools and instruments in the fields of skills development, business cooperation and the development of urban **creative clusters**. CCC focuses on the catalyst role of **creative industries** in building and strengthening the innovative capacity of these urban economies, using a transnational triple helix of government, education and business. Outcomes include new and tested transferable instruments for skills development for entrepreneurs and methods for increased linkages within and beyond the creative sector as well as master classes, a network for NSR business cooperation and an extended information platform. Urban showcases will demonstrate instruments on how to establish creative clusters.

For more information please see: <http://archive.northsearegion.eu/ivb/projects/details/&tid=107&back=yes>

01-Sep-09 / 30-Nov-12

Dundee College, Kingsway Campus, Old Glamis Road, Dundee DD3 8LE

CCC reloaded: CREALAB

Creating innovative environments by using creativity for generating new business opportunities for SMEs

WFB Wirtschaftsförderung Bremen GmbH

28195 Bremen

Germany

696176.00

348088.00

<http://www.northsearegion.eu/>

Scientific cooperation

New products and services

SME and entrepreneurship

Innovation is most likely to happen at the borderlines between different industries. The project "CCC reloaded: CREALAB" aims to develop and implement a multidisciplinary, cross-sectorial and transnational method using creativity to stimulate innovation by bringing together traditional industrial sectors with the **creative industries** and science. In this way the development of new services and products as well as the creation of new value chains will be fostered.

For more information please visit: <http://archive.northsearegion.eu/ivb/projects/details/&tid=159&back=yes>

10-Jan-13 / 31-Mar-15

Dundee College, Kingsway Campus, Old Glamis Road, Dundee DD3 8LE

NSSP: North Sea Screen Partnership

Dundee City Council

3 City Square, Dundee, Dundee DD1 3BA

5910474.00

2767894.00

<http://www.northseascreen.eu>

Innovation capacity and awareness-raising

SME and entrepreneurship

Clustering and economic cooperation

NSSP seeks to tap the potential of the **creative industries (i.e. the film industry)** to promote innovation and growth in the NSR and increase the region's competitiveness in a global context. Transnational cooperation is concentrated on common challenges, such as marketing, financing and

SME support is proposed to tackle issues such as fragmented national markets inhibiting critical mass creation (developing economies of scale), lack of coherence and coordination of actors and actions across the NSR, and loss of talents in more peripheral areas.

For more information please visit: <http://archive.northsearegion.eu/ivb/projects/details/&tid=87&back=yes>

01-Oct-08 / 31-Mar-12

University of Dundee, The School of Media Arts & Imaging, Duncan of Jordanstone College of Art & Design, Dundee DD1
Dundee College, Gardyne Campus, Dundee DD5 1NY

B: North West Europe

CURE: Creative Urban Renewal in NW-Europe

Stadt Hagen

Rathausstr. 11, 58095 Hagen

Germany

3459913.43

1729956.71

<http://www.cure-web.eu>

Tourism

Cultural heritage and arts

Urban development

CURE develops innovative solutions to the question of how the **creative economy** can play an active role in urban renewal processes in medium-sized cities in NWE. In contrast to bigger cities and metropolises with growing development conditions, where the market mainly pushes the development of **creative urban quarters**. The development of creative zones in medium-sized cities has to be pushed by local authorities and other local players. An active intervention of key stakeholders in the form of an integrated approach is needed. Creative Urban Renewal (CURE) aims to facilitate triggered allocation of the creative economy in decayed urban areas in medium-sized cities in Northwest-Europe. Partners cooperated transnationally in order to:

- Refine the conceptual framework Creative Zone Innovator (CZI) into a transnational creative model
- Test the transnational creative model CZI by designing a flexible framework for creative businesses in a networked environment and by supporting individual initiatives from the creative economy
- Increase the number of creative businesses in the regions
- Improve links between the creative economy and classic industries across NWE
- Allocate 'culturepreneurs' from the creative economy in decayed urban areas via a strategy that builds on a new integrated approach of urban and cultural planning, economic development, real estate management and the creative economy
- Disseminate the concept of Creative Zones and the Toolbox 'Creative Zone Innovator Index' by establishing a brand and a NWE-wide network of Creative Zones as well as by delivering training and support for other medium-sized cities in NWE

01-Jan-10 / 31-Dec-13

Cre8te, Units 1-3 Castlebrae Business Centre, 40 Peffer Place, Edinburgh EH16 4BB

Edinburgh Chamber of Commerce, Capital House, 2 Festival Square, Edinburgh EH3 9SU

Green And Blue Futures

The social economy and the management of green infrastructure

Canal & River Trust

First Floor North, Station House, 500 Elder Gate, Milton Keynes MK9 1BB

3241288.01

1620644.00

<http://greenandbluefutures.eu>

Tourism

Institutional cooperation and cooperation networks

Social inclusion and equal opportunities

The Operational Programme for North West Europe recognises that the quality of places and environmental and **cultural assets** is important for creating strong and prosperous communities. Europe's green and blue infrastructure (nature sites, parks, open space, woodlands and waterways etc.) forms an important part of these assets, which is often managed by local authorities or other public agencies. With the current financial crisis however there is increasing pressure on public sector funds. Therefore new, more cost-effective models for resource management need to be developed. An opportunity for doing this is through increased involvement of the social economy in resource management via not-for-profit organisational structures. Such an approach can have the added benefits of achieving greater involvement of local stakeholders with the resource and delivering social outcomes, such as employment for disadvantaged groups. The aim of GandBF is to develop a strategic framework for doing this in an effective way that can be promoted throughout North West Europe with the aim of widening adoption of such approaches. Lessons learnt through the project will also feed into furthering European policy (particularly Europe 2020) and input to future delivery of the European structural funds. The project will also develop an approach for assessing the benefits of such schemes, by relating cost savings to the public sector (through the more efficient management of the infrastructure) to the wider benefits delivered to society (through, for example, increased employment amongst target beneficiary groups). Finally the project aims to develop opportunities for transnational labour mobility both for social entrepreneurs and for stakeholders and beneficiaries of schemes.

More information is available under: <http://greenandbluefutures.eu>

01-Jul-11 / 30-Sep-15

The Waterways Trust, New Port Downie, Lime Road, Falkirk FK1 4RS

Scottish Canals, Canal House, Applecross Street, Glasgow G4 9SP

B: Northern Periphery

NoCry: Northern Creative Youth 1.13

Kemi-Tornio University of Applied Sciences

94100 Kemi
Finland
1842509.00
1066976.75

<http://www.northernperiphery.eu/en/home/>

ICT and digital society

Education and training

SME and entrepreneurship

The NoCry project will develop a Virtual Business Incubator service for the **creative sector** to spread knowledge, enhance networking and support business development among **young creative people** in the NP. It aims to increase economic growth by supporting the development of knowledge and an entrepreneurial culture by enhancing networking across borders in the creative sector. NoCry will also spread knowledge on **creative entrepreneurship**, train, and develop new ICT based tools for co-productions over distances and the distribution of **creative productions**. All work will be linked through joint development and exchange of knowledge for real transnationality and interaction between innovation and its application. Products and services:

- Incubiz virtual networking and information hub: <http://www.incubiz.eu>
- Virtual Learning Environment: <http://www.incubiz.eu>
- The Road Tour - Entrepreneurship and co-creating in creative industries: <http://nppoutcomes.eu/>
- Liikeikkuuna incubator: a premise available free of charge, with the possibility to get individual coaching, for students who want to start their own company: <http://nppoutcomes.eu/>
- Crazy Town Business Community: an operating and learning environment which offers business plan evaluation, management and financial consulting, planning and services, support on how to create a flow of potential customers, encourages and enables co-operation between companies, exchange of experience, offers the possibility to outsource back office/secretary services, enables the joint use of resources and infrastructure for small and medium-sized companies in the creative or knowledge intense industries. By being a member of Crazy Town, small companies become part of a bigger community and group of peers and get inspiration from others. More information see: <http://www.crazytown.fi>

01-Jan-08 / 30-Jun-10

Moray College, Elgin

C: General

InCompass

Regional Policy Improvement for Financially Sustainable Creative Incubator Units

Dundee College

Gardyne Road, Dundee DD5 1NY

2417094.00

1912583.60

<http://www.incompassproject.eu>

SME and entrepreneurship

Cultural heritage and arts

Incubator units for **creative industries** business start ups provide much needed space and act as vital support mechanisms and catalysts for the development of entrepreneurship and innovation in this sector right across the EU. The **creative industries** (e.g. Advertising, Textiles, Fashion, Television and Radio, Photo Imaging, Graphic Design and Interactive Media, Publishing, Animation, Computer Games, Film and Commercials Production and Post Production) provide significant employment opportunities, and are now recognised as one of “Europe’s most dynamic sectors” (EU green paper: Unlocking the potential of cultural and creative industries”), with strong potential to contribute to growth and job creation. However, most survive only with some Regional Authority funding or subsidy and, with the current public funding cutbacks, many are now facing serious threats to their financial survival and ability to realise their full potential as a force for change and economic development. While much research in previously funded projects has focussed on the role and value of specific activities undertaken within creative incubator units, InCompass will focus exclusively on how they can become independently financially sustainable. Using a number of existing incubator units across the EU as the main study vehicle, the project will identify a number of existing good practices that are already providing levels of financial security and transfer them for collective adoption into, and improvement of, regional policy.

01-Jan-12 / 31-Dec-14

Dundee City Council, Dundee DD1 3BA

Trans-National Funds

Creative Europe: Culture / Media

Culture

2007-2013

140083

Differenzart - Art With A Difference: A New Approach To Social Theatre

Co-organiser: Birds Of Paradise Theatre Company, UK

Create a cultural network whose members are able to create synergies and complement each other in exchanges of experience and joint work on increasing innovation and creative quality in social theatre. Increase professional awareness of the various theatre techniques and complementary artistic sectors that can be applied to this form of theatre. Increase public awareness of the social and intercultural role that theatre and arts can have in Europe, while at the same time being attractive in the cultural-artistic sense. Preparation of theatre productions in each participating country; 2 international workshops; National performance of theatre production; International performance of these theatre productions in a festival in Italy.

139037

A Space For Live Art

Co-organiser: New Moves International Limited, UK

The project aims to reinforce the space devoted to the new forms of performance in Europe, by providing an adequate space for creation and representation with a space for critical and historical reflection, by creating a media and mediation space for the public and confirming the existence of a heterogeneous European performance space. Activities: International program of performances in the form of a festival, colloquia / conferences / seminars, partnerships with art schools, support for emerging artists, long-term residences in foreign cities, work in public space.

139889

Literature Across Frontiers

Co-organiser: Scottish Poetry Library, UK

Promote literatures written in less widely-used languages; encourage diversity in the publishing of literature in translation and in international literary events; stimulate debate on relevant policy and financing; develop innovative approaches to literary promotion; support for training of literary translators working in less widely-used languages; create opportunities for collaboration amongst organisations and institutions active in this field.

513472

Manifeste européen pour la transformation par l'art

Co-organiser: UZ LDT

META explores a number of key issues in post-crisis Europe: what is the new look and what contribution do public space artists make to urban and environmental issues? How do acts in urban space generate a new economy of art? By transforming everyday life, by pacing the city and accompanying urban changes, META changes the way Europeans look at their habits of life and thought, created in common, gives a major role to artists in the city, to citizens, Thinkers, political and economic decision-makers, and inaugurates new modes of financing.

2014-2020

2014 – first deadline

1.1 – Large Projects

551981

SYMBOLS - Culture of Death and Cultural Life: New audiences and creations around European Cemeteries

Fundación Municipal de Cultura del Ayuntamiento de Avilés, ES

198.085,57 €

55.00%

Dundee and Angus College, UK

Communauté De Communes Du Nebbiu, FR

Comune Di Genova, IT

Limerick Institute Of Technology, IE

Pogrebno Podjetje Maribor D.D., SI

1.2.1 – Small Projects

None

2014 – 2nd deadline

1.1 – Large Projects

559522

NE@XT Accelerator

European League of Institutes of the Arts, NL

€ 1,027,114.41

50.00%

The Royal Conservatoire of Scotland, UK

The Royal College Of Art, UK

University Of Winchester, UK

Art Academy Of Latvia, LV

Association Europeenne Des Conservatoires, Academies De Musique Et Musikhochschulen, BE

Beheer-En Exploitiemaatschappij Westergasfabriek B,V,, NL

Cilect: Centre International De Liasion Des Ecoles De Cinema Et De Television, FR

Cite Du Design-Ecole Superieure D'art Et De Design, FR

Cumulus, International Association Of Universities And Colleges Of Art, Design And Media, FI

Ecole Supérieure Européenne D'art De Bretagne, FR

Inwest EG, DE

Palazzo Spinelli, IT

Rundfunk Berlin-Brandenburg, DE

Stichting Fotografie Museum Amsterdam, NL

Stockholm University of the Arts, SE

Taideyliopisto, FI

Universiteti I Arteve, AL

Univerzitet Umetnosti U Beogradu, RS

Uniwersytet Artystyczny W Poznaniu, PL

1.2.1 – Small Projects

559631

MusXchange

EFNYO's programme fostering transnational mobility, strengthening of skills and audience building for pre-professional musicians in Europe (2015-17)

European Federation of National Youth Orchestras, AT

€ 199,998.00

60.00%

The National Youth Orchestras of Scotland, UK

Abbaye Aux Dames

Académies Musicales De Saintes, FR

Fondazione Scuola di Musica di Fiesole Onlus, IT

Fundatia Prietenii Muzicii Serafim Antropov, RO

Joven Orquesta Nacional De España Inaem, ES

Orchestre Français Des Jeunes, FR

Orquestra De Câmara Portuguesa Associação Musical, PT

Stichting NJO, NL

Stiftelsen Ungdomssymfonikerne Norges Nasjonale Ungdomsorkester, NO

The Irish Youth Orchestra Limited, IE

Wiener Jeunesse Orchester, AT

559335

Let's Dance! Community-Dance-Theatre project

Agencia Andaluza De Instituciones Culturales, ES

€ 195,745.15

60.00%

Scottish Youth Dance Ltd, UK

De Loopers-Dance2gether E,V,, DE

Stichting Keunstwurk, NL

Platforms

553031

2014

IN SITU Platform

Association Lieux publics Centre national de création des arts de la rue, FR

500,000.00 €

80.00%

UZ Arts Limited, UK

Artopolis Association, HU
 Association La Paperie, FR
 Association Les Tombées de la nuit, FR
 Atelier 231, FR
 CONSORZIO PER LA VALORIZZAZIONE CULTURALE "LA VENARIA REALE", IT
 Ctyri dny, CZ
 FAI-AR, FR
 fundación Municipal de Cultura-Ayuntamiento de Valladolid, ES
 Københavns Internationale Teater, DK
 La Strada - international festival of street art and puppet th, AT
 Norfolk and Norwich Festival Ltd, UK
 Østfold kulturutvikling Scenekunst Østfold, NO
 Plzen 2015, obecne prospesna spolecnost, CZ
 provincie Limburg (B), BE
 Stadt Detmold, DE
 Stichting Terschellings Oerol festival, NL

2015

1.1 – Large Projects

570563

IN SITU ACT

Lieux Publics Association, FR
 1,940,000.00 €
 50.00%

UZ Arts Limited, UK

Freedom Festival Trust, UK
 Norfolk and Norwich Festival Ltd, UK
 Artopolis Association, HU
 Association La Paperie, FR
 Association Les Tombées de la nuit, FR
 Atelier 231, FR
 Centre international de formation en arts du spectacle (CIFAS), BE
 Ctyri dny, CZ
 FAI-AR, FR
 INDISCIPLINARTE SRL, IT
 Københavns Internationale Teater, DK
 La Strada - international festival of street art and puppet theatre, AT
 On-the-move.org, BE
 Østfold kulturutvikling Scenekunst Østfold, NO
 Provincie Limburg (B), BE
 Stichting Terschellings Oerol festival, NL

1.2.1 – Small Projects

570397

Reclaim the future - nomadic carnivals for change

Teatermaskinen ekonomisk förening, SE
 200,000.00 €
 51.01%

Rural Nations (Scotland) CIC, UK

Compagnie des Mers du Nord, FR
 Savienojums, LV
 Visões Úteis Associação, PT

570447

PUSH: exploring identity, borders and 'safety zones' in theatre and dance for young audiences

Imagine, UK

168,655.41 €
 59.63%

Åben Dans productions, DK
 Cultuurcentrum Hasselt vzw, BE
 Norsk Scenekunstbruk AS, NO
 The Children's Cultural Centre Ltd, IE

Platforms

562324

Literary Europe Live

Aberystwyth University, UK
455,425.56 €
80.00%

Scottish Poetry Library, Edinburgh, UK

Festival of Literature Charitable Trust, UK
Het beschrijf, BE
Udruga Za Promicanje Kultura Kulturtreger, HR
Foreningen Oslo internasjonale poesifestival, NO
Anadolu Kultur Sanat Tanitim Iletisim Yayin, TR
Centre De Cultura Contemporania De Barcelona, ES
Petöfi Irodalmi Múzeum, HU
Drustvo Slovenskih Pisateljjev, SL
Maratonas de Leitura - Consultores Editoriais, PT
Bangor University, UK
Literaturbruecke Berlin e.V., DE
Croatian Writers Society, HR
Latvijas Literaturas centrs, LV
Artur Burszta Biuro Literackie, PL

Cross-Sectoral strand

EAC/S08/2015

European Creative Hubs Network

http://ec.europa.eu/culture/calls/2015-eac-s08_en?page=2&mx=3

British Council, UK (leader)

1,000,000 € (?)

80.00% (?)

European Business and Innovation Centre Network

Bios Exploring Urban Culture

Addict - Agência para o Desenvolvimento das Indústrias Criativas

Betahaus GmbH & Co. KG, Kulturni Kod

Creative Edinburgh Limited (& Creative Dundee?)

Factoria Cultural – Vivero de Industrias Creativas.

e-mail: eu.creativehubs@britishcouncil.org

Website www.creativehubs.eu

Erasmus + / Lifelong Learning / Youth in Action

This section excludes **higher education** grants as these are just to Universities for student exchanges, and the info gives no indication what subjects the students may be studying.

2007-2013

Lifelong Learning

COMENIUS\Multilateral projects

133864-LLP-1-2007-1-UK-COMENIUS-CMP

Continuing Intercultural Professional Development in Europe

The main theme for the CPD will be representations of cultural media and artefacts from the participating countries, such as iconic works of art, literature and music, including cultural representations of, and by, migrant communities within these nations. Teachers will be encouraged to appreciate the interconnection between their growing cultural awareness and appreciation, and their approaches to teaching. From the project partners' perspective, 'professional development' for teachers ought to be understood as personal and cultural development, rather than narrower 'technicist' conceptions of CPD. The project will embed research, evaluation and dissemination from the outset in order to analyse and raise awareness of the impact of this approach on teachers and their professional development. The project partners will develop, evaluate and disseminate an online (web-based) Continuing Professional Development (CPD) package for teachers. This CPD will enhance teachers' intercultural awareness, their understanding of the educational applications of technology, and their ability to foster citizenship and intercultural understanding among students in schools. It will also provide a model of CPD that can be utilised to support teacher professional development at all stages, from initial teacher training to induction/year one and to teachers moving towards enhanced/expert/experienced status. The starting point for this CPD will be an emphasis on epistemological questioning that will require teachers to reflect critically on their current professional and cultural assumptions. They will then be guided through a process that enhances their personal and professional 'vocabulary and understanding in order to create a framework in which international professional dialogue can take place around critical pedagogical and cultural issues. The CPD will be delivered via an online learning environment (OLE) that will stimulate, provoke and support teachers, bringing them together within a virtual

community of enquiry. This approach will be piloted with, and provided free to, groups of teachers from five EU states, and made available more widely at the end of the Project, following evaluation and assessment of impact.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/5c25835a-eb0c-4945-9acc-ff99d59403d3>

UK,NL,IT,FI,PL

Education For Global Citizenship Unit (EGCU) University Of Glasgow

Faculty of Education St. Andrew's Building, Univ. Glasgow G36NH

<http://www.global-citizenship.org>

Centre For Continuing Education In Sopot, PL

Cooperativa Insegnanti Di Iniziativa Democratica, IT

National Institute For Curriculum Development, NL

Opetusalan Koulutuskeskus, FI

502895-LLP-1-2009-1-DE-COMENIUS-CMP

European Music Portfolio

This multilateral project with partners from 7 eligible countries and CH representing initial teacher training institution, in-service teacher training institutions, teacher's association and public authorities focuses on early language learning with the music method. Early language acquisition is a key issue for Europe. Although research indicates that already small children are capable to acquire foreign languages, the teaching of languages is not always very effective. Reasons for that can be found with the learners but also little motivating teaching and learning designs discourage children to learn FL. Applying music based teaching and learning methods could increase the effectiveness of early languages learning. There is a deep and profound relationship between music and language. Learning languages through music also reduces languages barriers. However, in classroom music plays generally a minor role. Teachers are reluctant to apply elements of music pedagogy because they feel inadequately equipped to do musical activities or music-related activities in their classrooms. Music supports the acquisition of basic competences in learners as languages skills, learning motivation, self-confidence and cultural learning and expression. The inclusion of music pedagogy in languages teaching can also bring about solutions to the much discussed continuity problem in languages learning. The main outputs of the project are:- teacher's book with practice examples how to use music in language teaching,- Pupil's European Music Portfolio- CPD course design for primary teachers on how to use music in language teaching,- national and European train-the-trainer courses. The project partners have developed a comprehensive strategy to disseminate the products and achieve high application of the method in initial and in-service teacher training. Though the project will have great impact on teacher training throughout Europe.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/be69aacd-7fae-4ecc-8b2c-3d5135ba5aae>

DE,UK,EL,SI,RO,ES,FR

Landesinstitut für Schulsport, Schulkunst und Schulmusik, Reuteallee 40, 71634, LUDWIGSBURGm DE

www.lis-bw.de

University of Edinburgh, 12 Nicolson Square, Alison House, Edinburgh EH8 9DF, UK

Canterbury Christ Church University, North Holmes Road, Canterbury CT1 1QU, UK

Greek Association of Primary Music Education Teachers, Esperidon , 60 184 51 Piraeus , EL

IUFM of Montpellier, place Marcel Godechot, 2 34090 Montpellier , FR

Ovidius University of Constanta, Callatis, 10 900744 Constanta , RO

Pädagogische Hochschule Ludwigsburg, Reuteallee, 46 71634 Ludwigsburg , DE

Universitat Autònoma De Barcelona, Building G-6 Campus universitari, 08193 Cerdanyola del Vallès (Bellaterra) , ES

University of Maribor, Faculty of education, Slomskov trg, 15 2000 Maribor , SI

539723-LLP-1-2013-1-UK-COMENIUS-CMP

Learners, Teachers and Employers

Need

The European Council has repeatedly stressed the key role of education and training for the future growth, long-term competitiveness and social cohesion of the Union. Of key importance in enhancing learners' employability, entrepreneurial potential and familiarity with the working world are partnerships between education and training institutions and employers. Employers' knowledge and experience can be used to help each individual acquire the knowledge, skills, competences and positive attitude towards work that will support them find a suitable job or start their own business. To develop these competences, schools have called for a more flexible learning environment, such as new pedagogies and cross-curricular approaches to supplement single-subject teaching.

The project will target these critical needs: adaptation, development, testing, implementation and dissemination of a new teaching pedagogy for use in the classroom and including the development of materials for use by pupils. The project will also find strategies for stronger cooperation among stakeholders in order to improve students' skills.

Proposed Approach

One of the most successful methodologies for developing a partnership with industry and promoting creativity, competitiveness, employability and the growth of an entrepreneurial spirit is called 'Learning by Developing' (LbD). This methodology has been chosen as it directly addresses the problems of building close ties between education and the workplace and engendering creativity and innovation in both fields. LbD has been applied successfully in HE and this project will adapt it for secondary education. The LbD methodology will be adapted by pedagogic and implementation aspects, and for use across Europe, by addressing cultural, legal and localisation issues. Training courses and webinars will be created for stakeholders in the process of adaptation: teachers, administrators, business and government.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/2c1dab05-15a4-4333-8da2-f9e6cdb162e5>

BG,BE,RO,UK,FI

University of the West of Scotland, High Street, PA1 2BE, UK, <http://www.uws.ac.uk>

European Business & Innovation Centre Network, Avenue de Tervueren, 168 1150, BE

Inspectoratul Scolar Judetean Prahova, Democratiei, 35 100559, RO

Laurea University of Applied Sciences, Vanha maantie, 9 02650, FI

Софийски университет "Св. Климент Охридски", Tzar Osvoboditel Blvd, 15 1504, BG

510834-LLP-1-2010-1-IT-COMENIUS-CMP

Training teachers to make READING fun through digITal storytelling

OCED data (2009) reports that teachers often lack ICT skills which prevent schools from fully exploiting technology to benefit teaching and learning. In order for teachers to keep up the fast-moving technology, they need to be trained on how to integrate ICT in the classroom.

In this context, the READ IT project intends to improve and update teacher skills through a methodology based on video production using digital storytelling that will help develop new teaching approaches through the use of ICT to support learning. The project, therefore, addresses the Comenius priority 4: "Development of digital learning environments for the acquisition of key competences".

According to the 2009 Horizon Report, "There is a growing need for formal instruction in key new skills, including information literacy, visual literacy and technology literacy. Digital media literacy continues its rise in importance as a key skill in every discipline and profession". In response to this, the project aims at developing an innovative didactic methodology that integrates traditional teaching strategies with ICT tools to help teachers acquire new skills through video production using digital storytelling techniques that can be applied to different subjects, however, in this context through book trailer production to promote literature appreciation.

Main outcomes are:

- E-learning platform delivering the e-course for teachers
- READ IT methodology for video production and digital storytelling and modular course (EN)
- face-to-face seminars in each partner country involving teachers and students
- book trailers

Envisaged impact:

- teachers will learn and test a new educational approach, based on digital technology (i.e. book trailers) that can help raise the interest level and motivate students to read
- students will not only learn about storytelling and how books are constructed, but will also develop transversal skills (e.g. communicative, ICT, teambuilding) useful for future professional development.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b9bb70c1-694c-4f65-9e5e-3fcd57a59f9>

IT,DK,RO,TR,UK

Università degli Studi Guglielmo Marconi-Telematica, Via Plinio , 44, 00193, Rome, IT

University College Lillebaelt, Blangstedgaardsvej , 4 5220 Odense SØ, DK

Marsilio Editori, Marittima Fabbricato , 205 30135 Venice, IT

LICEUL TEORETIC "OVIDIUS" CONSTANȚA, Blvd. 1 Decembrie 1918 , 3 900711 Constanta, RO

Curtea Veche Publishing, Calea lui Traian, 184 240273 Rm. Valcea, RO

RÜŞTÜ AKIN KIZ TEKNİK MESLEK LİSESİ, AHMET ÇELEBİ MH. DAVUTOĞLU SK. , 7/8 34672 USKUDAR - ISTANBULUSKUDAR - ISTANBUL, TR

Scottish Book Trust, Sandeman House, Trunk's Close, High Street, 55 EH1 1SR Edinburgh, UK

COMENIUS, Partnerships (Decentralised)

EST-2008-1-DE3-COM06-00131

Learning with all senses

The project "Learning with all senses" was completed by six schools, which teach children with physical and intellectual disabilities, children with difficulties in learning or include them into the learning process. Our intention was to gather and bond the diverse successful teaching expertise by presenting, sharing and adapting pedagogical methods.

We used the first year to experience and master several teaching methods in each school. In the second year we took benefit from the positive experience of each partner by taking one/ some successful teaching methods which we used in other partner schools, with the necessary adjustments.

Becoming aware of all their senses was an important goal for educating our students. We enabled this by choosing related topics and using them to touch several areas of the curriculum (language arts, music, arts, health education). Each school focussed on the most successful teaching methods, as we aimed to reach better and more specialized education for children with additional learning needs. In this way we raised the level of expertise of our teaching staff and increased the tendency for cooperation and partnerships as ways of reaching diversity and innovation in teaching.

Another part of the project referred to spreading the knowledge beyond the partner schools, as we created materials gathering the good practice of the whole project. These materials will become available for other special schools, or schools including children with additional learning needs.

The project theme enabled teachers to study, experience and learn new teaching methods, adapt them and use them in their specific activities with pupils with additional support needs. The project allowed partners from different European countries and cultures to fully benefit from the educational experiences mastered and exchanged.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/2a3320a0-ded4-4d40-80a4-9a605a69e468>

DE,PL,RO,UK,ES

Gadburn Primary ASL (Additional Support for Learning) School, 70 Rockfield Road Glasgow, UK

CEIP SEIS DO NADAL, Rúa Mondariz, 2 Vigo, ES

Landesschule für Körperbehinderte Neubrandenburg, Robert-Blum-Str. 34/36, Neubrandenburg, DE

Scoala Speciala Nr. 1, George Cosbuc No. 1 Cluj-Napoca, RO

SOSW Nr 1 dla Dzieci Niepełnosprawnych Ruchowo, Korczaka 53 Police, PL

EST-2009-1-TR1-COM06-05495

Our Tale Heros Are Meeting in Europe

8 project partner countries prepared a project on the theme of national tale heroes and ecology under the title of "Our Tale Heroes Are Meeting In Europe."

In the first session of the project, each partner country presented its own national tale with its tale hero to the other countries and so indirectly also presented its culture and traditions. So, everyone saw the differences and similarities among countries in terms of culture, tradition... etc. In the second session, each partner created a new tale, including national tale heroes of all participating countries, on the subject of environmental protection. We wrote a book in which all the tale heroes had to achieve some environmental heroic action. To do this, all the participating countries wrote a chapter which mentioned different aspects of protecting the environment. Some dealt with saving water, some of us mentioned the importance of saving energy, some emphasized reducing, reusing and recycling, some struggled against air pollution and etc.. So, we combined all the chapters in one book. Finally, we called that book "eco book".

We chose tales to be the starting point of our project because we believe that tales have the power to spread their message all over the world and can be a strong motivating factor for activities in real life. By implementing ecology in our tales we wanted to make children conscious about environment and we wanted to make them find solutions to the environmental problems as well.

Students had a chance of expressing their imagination and use their writing, art, drama, internet, foreign language, photographs, communication... skills. And we believed that by being a part of this project, the participants would not just have a stronger sense of ecological awareness, but also would learn to value their own culture and respect other cultures.

We realized that we reached what we aimed generally and specifically in the end .

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/1d8e1227-a554-49b5-8a37-338e4eb72da7>
TR,ES,SI,RO,UK,IT,PL,LT

Mid Calder Primary,, Mid Calder Livingston, West Lothian, EH53 ORR Scotland, UK
2 Circolo Didattico " San Francesco d'Assisi", Via San Domenico Savio, 22 Santeramo in Colle - BARI, IT
COLEGIO ANDRES DE URDANETA, LAUROETA, 6 LOIU, ES
Osnovna sola Smarjeta, Šmarjeta 1 Šmarješke Toplice, SI
Piri Reis İlkogretim Okulu, Maraşal Fevzi Çakmak Cad., KOCAELİ, TR
Publiczna Szkoła Podstawowa nr 1 im. Emilii Plater, Plac Bohaterów Warszawy 1 Bogatynia, PL
Scoala Gimnaziala Nr. 24 Sfintii Arhangheli Mihail si Gavril, Str. Egalitatii nr 8 Galati, RO
Šiaulių sutrikusios klausos vaiku ugdymo centras, Vilniaus g. 123a Šiauliai, LT,

EST-2009-1-DE3-COM06-05571

Science and Creativity - Autonomous Robots

From time immemorial people have been dreaming of having automatic assistants relieving them of work. From the Middle Ages up to the beginning of the 20th century there have always been attempts to build those machines. The Czech author K. Capek used the term 'Robot' derived from the Slavic word 'robota' = work. Nowadays, progress in the field of computer science and telecommunications allows us to endow machines with enough intelligence so that they can act autonomously. Robotics scientists therefore must face the task of understanding the potentialities and limits of these intelligent machines in relation to intelligent biological beings. The project will mainly deal with autonomous mobile robots, which are able to move. Working with robotic systems does not only reflect the components of computer science, but also elements of sciences like biology and physics. Elements of robots, the acquiring of knowledge concerning the operation and controlling of these elements and the consolidation of the abilities by building, modelling and programming will be the centre of interest. Finding possibilities, limits and risks of robotics will complete the planned project. In presentations at different events the participants will demonstrate their 'robot generation' and compete with each other.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/eba60157-fae5-4949-b7a9-b6b30f9e6c76>
DE,UK,IT

St. George's School for Girls, Garscube Terrace Edinburgh, UK
Gymnasium "Am Thie", Friedensstraße 26, Blankenburg, DE
I.T.A.S. Pietro Scalcerle, Via Cave, 174 Padova, IT

ERASMUS, Academic Networks

177242-LLP-1-2010-1-IE-ERASMUS-ENWA

SHARE Academic Network

Through the SHARE Academic Network (STEP CHANGE HIGHER ARTS RESEARCH + EDUCATION), the European Higher Arts Education sector delivers a systematically coordinated STEP CHANGE in realising an EU-wide integrated enhancement of 3rd cycle creative education. The 3rd cycle in higher arts education is the essential education and research bed for the creative industries, a key fast growing sector in Europe. The EU wide systemic enhancement of the third cycle, generates the essential core human capital, cultural wealth, innovation and content development (across the visual and performing arts, music media, and cultural heritage) that underpins creative economy growth. An authentic, innovative and creative knowledge society needs a new generation of skilled and entrepreneurial creative practitioners capable of tackling complex problems, providing creative leadership and original thinking by building upon deep competencies in their disciplines. PhDs, Graduate Schools and Research Centres for the arts have already emerged from the Bologna Process inclusion of the 3rd cycle and the emphasis on research. Increasingly, arts research underpins innovation in all spheres of life, providing a framework for key issues - sustainability, technology, cultural diversity/ social cohesion and change. Operating at the intersection of culture, education, research and innovation, SHARE creates a EU-wide ecosystem for enhancing the research base of creative industries; builds a flexible European collaborative infrastructure attuned to divergent regional needs; and enables competitive access to national and European Research Funding programmes. The SHARE coalition of 35 active partners, across Europe and Turkey, mobilises existing arts research networks: 1. graduate schools, research programmes and centres seeking world leadership in 3rd cycle arts education; 2. peer community of artist-researchers and supervisors originated in the Erasmus Network Artesnet; 3. network of art schools in the process of setting up 3rd cycle

programmes and 4. European League of Institutes of the Arts -ELIA, connecting with all art schools in Europe and active in European forums in Culture, Education and Research.

<http://www.sharenetwork.eu/>

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/18a7118f-66d1-48bb-8b18-dfe8fb309fe4>

IE,EE,BE,BG,CZ,DK,DE,ES,FR,IT,CY,LV,LT,MT,NL,AT,PL,PT,RO,SI,SK,FI,SE,UK,TR,IS,NO,HU

DUBLIN INSTITUTE OF TECHNOLOGY, 143-149 Rathmines Road Lower, DUBLIN 6, IE

<http://www.gradcam.ie>

THE GLASGOW SCHOOL OF ART Renfrew Street 167 G3 6RQ GLASGOW UK

AKADEMIA SZTUK PIEKNYCH W POZNANIU Aleje Marcinkowskiego 29 60-967 POZNAŃ PL

AKADEMIE DER BILDENDEN KUNSTE WIEN AT

CAMBERWELL, CHELSEA AND WIMBLEDON COLLEGES UK

DEN DANSKE FILMSKOLE, Theodor Christensens Plads 1 1437 COPENHAGEN, DK

ÉCOLE SUPÉRIEURE D'ART ET DESIGN DE SAINT-ÉTIENNE, 3, rue Javelin Pagnon 42048 SAINT-ÉTIENNE CEDEX 1, FR

ÉCOLE SUPÉRIEURE DES BEAUX-ARTS DE NANTES METROPOLE, Place Dulcie Septembre 2 - BP 20119 44001 NANTES CEDEX 1, FR

ESTONIAN ACADEMY OF MUSIC AND THEATRE, Rävala pst 16 10143 TALLINN, EE

EUROPEAN LEAGUE OF INSTITUTES OF THE ARTS NL

EUROPEAN UNIVERSITY CYPRUS, Diogenes Street 6 - PO Box 22006 1516 ENGOMI, NICOSIA, CY

FACULDADE DE BELAS ARTES DA UNIVERSIDADE DE LISBOA PT

HACETTEPE UNIVERSITY TR Skipholt 1 105 REYKJAVÍK IS

HOGESCHOOL SINT-LUKAS BRUSSEL, Paleizenstraat 70 1030 BRUSSEL, BE

HOGESCHOOL VAN BEELDENDE KUNSTEN, MUZIEK EN DANS - DEN HAAG, PO Box 11670 2502 AR DEN HAAG, NL

IUAV UNIVERSITY OF VENICE, Dorsoduro 2203, ex Convento delle Terese 30123 VENEZIA, IT

KUNSTHOCHSCHULE FÜR MEDIEN KÖLN, Peter-Welter-Platz 2 40472 KÖLN, DE

KUVATAIDEAKATEMIA FI GÖTEBORG UNIVERSITY SE

LATVIJAS MĀKSLAS AKADĒMIJA, Kalpaka Boulv. 13 LV1867 RIGA, LV

NATIONAL ACADEMY FOR THEATRE AND FILM ARTS, Rakovski 108 A 1000 SOFIA, BG

NORWEGIAN FELLOWSHIP PROGRAMME FOR ARTISTIC RESEARCH Stroemgaten 15 N-5015 BERGEN NO

UNIVERSITA TA' MALTA, N/A MSD 2080 MSIDA, MT

UNIVERSITAT RAMON LLULL-FUNDACIÓ PRIVADA, Quatre Camins 2 08022 BARCELONA, ES

UNIVERSITATEA NATIONALA DE ARTE BUCURESTI RO

UNIVERSITY OF APPLIED ARTS VIENNA Oskar Kokoschka Platz 2 1010 VIENNA AT

UNIVERZA V LJUBLJANI, AKADEMIJA ZA LIKOVNO UMETNOST IN OBLIKOVANJE SI

UTRECHT SCHOOL OF THE ARTS, NL

VILNIAUS DAILES AKADEMIJA, Maironio 6 LT-01124 VILNIUS, LT

VYSOKÁ ŠKOLA VÝTVARNÝCH UMENÍ V BRATISLAVE Hviezdoslavovo nam. 18 81437 BRATISLAVA SK

VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ, Rybářská 125/13/15 603 00 BRNO, CZ

Zugligeti út 9-25 1121 BUDAPEST HU

ERASMUS, Development of Study Programmes

517956-LLP-1-2011-1-FR-ERASMUS-ECDSP

European Master in Landscape Architecture

Reason

Global ecological, social and functional transformations of human settlements and landscapes, call for enhanced integrative, trans-national, interdisciplinary, trans-sectoral and innovative approaches to formulate new sustainable solutions. The integrative nature of Landscape architecture (LA) places it at the forefront for holistically addressing major issues concerning the social and physical transformation of land, space and the environment. LA education, research and policy have reached a stage where further doctrinal development requires the injection of vision, resources and trans-national structural collaborators.

Objectives

EMiLA, the European Master in Landscape Architecture network, was founded

- to be a hub for students, academicians, researchers, stakeholders and EU & regional policy makers to develop new curricula and to allow know-how exchange about human settlements and cultural landscapes.
- to identify and develop key EU landscape topics not yet clearly addressed at schools, such as the impact of the new CAP on landscape.

Outputs

- The project will deliver a Bologna MA in European Landscape Architecture with a new upgraded and blended curriculum linking 5 leading EU schools and incorporating transnational interdisciplinary field design and teachings at the European level.
- An innovative pedagogic system increasing connections between universities, practices, stakeholders, European landscape policies and research.
- A new body of EU landscape policy knowledge: E-learning units, lectures, web and a transnational landscape e-library.
- An innovative Summer school, with students, teachers & stakeholders

Long term Impact

- Upgrading transferable LA curricula & pedagogy at the EU level.
- Increasing student & academic mobility, international know-how in a global world & market.
- Establishing an excellent identifiable worldwide network, at the forefront of applied LA education at the EU level to deliver a new generation of LA.

264832.0 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/586fff64-eb54-4ebb-8953-27b838b4f4db>
FR,DE,UK,NL,ES

EDINBURGH COLLEGE OF ART, LAURISTON PLACE, EH39DF EDINBURGH, UK
ACADEMIE VAN BOUWKUNST AMSTERDAM, WATERLOOPLEIN, 211 1011 PG AMSTERDAM, NL
ECOLE NATIONALE SUPERIEURE DE PAYSAGE, rue du Maréchal-Joffre, 10, 78000, VERSAILLES, FR, www.ecole-paysage.fr
ESCOLA TECNICA SUPERIOR D'ARQUITECTURA DE BARCELONA, AVENUE DIAGONAL, 649 08028 BARCELONA, ES
LEIBNIZ UNIVERSITÄT HANNOVER FAKULTÄT FÜR LANDSCHAFT, HERRENHÄUSER STRASSE, 30419 HANNOVER, DE

GRUNDTVIG, Multilateral projects

518625-LLP-1-2011-1-DE-GRUNDTVIG-GMP

Mix@ges - Intergenerational Bonding via Creative New Media

The future demographic profile of Europe predicts a gradual shift from a society with quantitatively dominant younger cohorts to a society in which the elderly form a majority. By the year 2050 almost half of Europe's population will be above 50 while birth rates continue to drop. To prevent a growing communication gap between generations we need innovative approaches to stimulate and improve intergenerational dialogue. This project aims to develop and deliver innovative methods of bringing the generations closer together and stimulating dialogue by using the creative potential of new media. The project will investigate and evaluate the relevance and impact of creative media for enhancing ICT competences of older and young people and for improving intergenerational communication. Seniors and young people (aged 14 to 20) will jointly explore the broad range of creative and artistic possibilities our contemporary digital world has to offer and the many opportunities to deploy creative expression. Under the guidance of qualified media teachers, professional artists and trainers, young and older learners will produce video or music clips using a mobile phone or an mp3 player; develop audio guides or GPS tracks; explore digital photography or create apps or digital games. Intergenerational interaction will be stimulated through the choice of common topics and the joint creation of multimedia products. The project will identify and map relevant approaches towards intergenerational media in the participating countries and instigate and support three media workshops for learners in each country. The products and results will become part of an interactive web platform. Involved trainers will meet at European level and exchange ideas on approaches, initiatives and methods. At a central event, participants will have the opportunity to present their results and discuss with experts. The evaluation of the project activities will lead to a Manual / Tool Box.

295798.0 EUR

<http://mixages.eu/>

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/5108ca9b-0684-4227-8f15-a02d77176111>

UK,AT,BE,SI

University of Strathclyde

George Street, 50, G1 1QE, Glasgow

UK

<http://www.strath.ac.uk/cil>

Entr'Âges ASBL, Rue de l'Hôtel des Monnaies, 65 1060 Bruxelles, BE

KulturKontakt Austria, Universitätsstrasse, 5 A-1010 Vienna, AT

Zveza društev upokojencev Slovenije, Kebetova, 9 1000 Ljubljana, SI

GRUNDTVIG, Partnerships (Decentralised)

EST-2012-1-GB2-GRU06-08439

Beauty of Textile Handcrafts

The Beauty of Textile Handcrafts (BOTH) project is a partnership of three rurally based organisations in Iceland, Slovakia and Scotland. The partners already work in the areas of cultural heritage, traditional skills and crafts, particularly textiles. They share common goals, focused on rural communities, rural activities and economies. In our regions younger people are leaving to find better job opportunities and not returning after higher education. Older people often don't value the skills they have therefore it is important to work with them and empower them with confidence to participate in the lifelong learning process for further education and skills.

The BOTH project gave over 36 participants the opportunity to go to other European countries to gain knowledge, learn new skills and share existing skills and experience in textile handcrafts. BOTH aimed to encourage social integration and, through mobility, a wider appreciation of other European cultures. Each partner hosted a workshop of 1 week's duration. The working language of the project was English.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/56c64264-aeb5-4f18-86ee-24f6da512a50>

SK,IS,UK

The Firm of ARCH, Olney Bank, The Ross, Perthshire, UK

Občianske združenie Nový domov, Abbreviation – OZ Nový domov, Konstantinova 20, SK

Ullarvinnslan Thingborg, Þingborg, Floahreppur, IS

EST-2008-1-PL1-GRU06-00858

Disabled in Theatre and Music

Our project focuses on empowerment of people with intellectual disability through theatre and music. All of the partners organizations have experience in professional work with disabled in theatre and music. One of the basic idea of our work is integration between disabled and local community also through work with youngsters. Through our meetings we want to develop and improve personal skills of people with intellectual disability. Also we want to create new ways to increase the knowledge and skills of our learners. Our organizations take part in an European

partnership to exchange experience and good practice for learners and trainers. More aims of our project are: inter-vision for the learners and trainers, integration/inclusion of disabled people in the European community through theatre and music, positive image-building and empowerment (personal skills and self-awareness) for disabled people. In order to ensure these objectives, we will organise meetings with trainers and learners.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/3a018ce0-c8ae-4905-af15-e6eb265e81dd>
PL,SK,UK

T.J.Arts, Alma House, St. Boswells Melrose, UK
Nadácia Krajina harmónie, Predmestská 24 Žilina, SK
Polskie Stowarzyszenie na Rzecz Osób z Upośledzeniem Umysłowym Koło w Gdańsku, ul Tysiąclecia 13a, Gdańsk, PL

EST-2012-1-DE2-GRU06-11362

STRONGMOTHER – Supporting single parents in Europe

The project STRONGMOTHER wanted to support professionals in adult education working with single-parents. The main focus was to share knowledge and experience on approaches, projects, methods and network structures for an improved support structure for the target group single parents in Europe and to integrate single-parents into the field of further education, training and the labour market. To serve this aim the project consortium shared their good and best practice and designed a wishlist out of best practice examples, recommendations as well as shortcomings, to-do's and needs. This handbook was then distributed among adult education providers, VET institutions, adult education associations and local and regional authorities to promote the empowerment of the support structures for single-parents. All the material is accessible for the public by creating a project website, where all publications and project activities are displayed. By doing so the project wanted to enrich adult education and develop Pan-European ideas for the support of single-parents. The consortium of the project partners covered a variety of organisations working with the target group single-parents. Members of the partnership were adult education providers, e.g. one of these is implementing art and music as a way to support learning, a museum of labour and single parent associations. Therefore a broad variety of methodological approaches as well as the possibility to create new ways for learning and socialising for single-parents was represented and shared within the project. Innovative approaches and methods were tested on their transferability by including learners from the target group and therefore ensure sustainable project results.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/b004691f-8b49-4572-8809-6570ba3e6bed>
FR,SE,ES,DE,UK

One Parent Families Scotland, 13 Gayfield Square, UK
Arbetets museum Norrköpping, Laxholmen, SE
BGE Guyane (Boutique de Gestion Activité Conseil), 16, rue du lieutenant Becker, FR
Fundación de Familias Monoparentales Isadora Duncan, Avda. Reino de León 12 – E1 -1º, ES
Initial e.V., Augartenstr. 1, DE
Superact, 13 Oldway Park, UK
ttg team training GmbH, Holzmarkt 7, DE

LEONARDO DA VINCI, Development of Innovation

133939-LLP-1-2007-1-BE-LEONARDO-LMP

European Design Training Incubator

2

EDTI – acronym for 'European Design Training Incubator' is a European project proposing a collaborative platform to foster exchange, share resources and benchmark Lifelong Learning in a wide variety of design-related areas.

By benchmarking design education and training in the context of the lifelong learning, the core idea behind EDTI is to establish a common European platform where design-related organisations can audit training provision, identify needs and share and coordinate training development and its implementation.

Countries involved in that project are Belgium, Bulgaria, Estonia, France, Germany and United Kingdom.

<http://www.edti.eu>
<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/50505958-5293-45c0-8161-89c5a22bd1fb>
BE,UK,FR,EE,DE,BG

1

design innovation
Rue Warmonceau 318, 6000, Charleroi, BE

The Robert Gordon University - Gray's School of Art, Garthdee Road, AB10 7QD Aberdeen, UK
Cirtes, 29bis, rue d'Hellieule, FR-88100 Saint-Dié-des-Vosges, FR-France, Saint-Dié-des-Vosges, FR
Estonian Design Center, Estonia pst. 7, 10413 Tallinn, EE-Estonia, Tallinn, EE
designkunst, steintorweg 2, 20099 Hamburg, Hamburg, DE
Biznes centar za podpomagane na malki i sredni predpriyatija - Ruse, 14 Kresna St., 7000 Ruse, BU-Bulgaria, Ruse, BG

LEONARDO DA VINCI, Multilateral projects on Innovation

2009-1-IS1-LEO05-00256

Knowhow-expanded:

two new 2 year art/VET school study-lines in creative industries (drawing) and design (textiles).

The key aim of Knowhow-expanded is to transfer a methodology called non-verbal learning, created in the Leonardo pilot project KnowHow, 2004-2007, (www.knowhow.is). Based on this methodology of learning, the Knowhow project created a 2 year study-line in ceramics which is currently taught at The Reykjavik School of Visual Art.

The Knowhow methodology will be used as a basis for creating two new lines of 2years in drawing and in textiles at art/VET school level.

The core of the Knowhow methodology is that tactile learning is an important and valuable learning method that gives each individual new possibilities, as well as the society as a whole. Through this tactile approach, professional connections are made between different sectors of art, design and craft. Tactile learning suits individuals who feel less at ease on the traditional academic learning paths. These two study lines add a new dimension to art/VET education and offer an education possibility that will address the aim of the Icelandic Government, which is to decrease the 33%, EU record high drop-out rate to 10% by 2010

<http://www.knowhow2.is>

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/3d61446e-36ea-47c6-9b2c-eb4aa4ce8037>

IS,NO,DK,UK

The Reykjavik School of Visual Art

Hringbraut 121, 107, Reykjavik

IS

<http://www.myndlistaskolinn.is/index.php?id=92>

Heriot-Watt University, Edinburgh, UK

Bergen National Academy of the Arts, Bergen, NO

CCP, Reykjavik, IS

STEINUNN, LAUGAVEG 59, 2nd floor, 101 REYKJAVIK, ICELAND, tel. + 354 588 6649, ss@steinunn.com Reykjavik, IS

The Ministry of Education, Culture and Science, Reykjavik, IS

The Technical College in Reykjavik, Reykjavik, IS

University of Cumbria, Carlisle, UK

VIA University College, Aarhus, DK

POLICY CO-OPERATION AND INNOVATION IN LIFELONG LEARNING (KEY ACTIVITY 1), Observation and Analysis-Studies and Comparative Research

512448-LLP-1-2010-1-LV-KA1-KA1SCR

Creative Activities in Learning for Innovation

CAL4INO proposes to investigate the role of creative learning activities to enhance innovation using as its framework teams of people working together rather than as lone "geniuses", in order to develop meaningful innovations by blending design, technology and business through creative activities synthesizing diverse perspectives, experiences and skills. In contrast to previous research, CAL4INO uses an interdisciplinary systems approach to identify specific conditions and factors that enable, or inhibit, creative innovation taking into consideration socio-cultural dimensions and human aspects across multiple sectors and industries. Existing evidence on entrepreneurial learning and enterprise will be extended to more universal creative learning for innovation at technical, social and institutional levels.

This study focuses on universities and their pivotal role in the modern "knowledge society" (Lisbon Strategy) as clusters and ecosystems for fostering creativity and innovation. Targeted near-term beneficiaries are post-graduate professionals and faculty with broader long term impact. The consortium consists of 6 HEIs (prestigious research universities to smaller regional HEIs), 2 associations and 1 publishing company.

CAL4INO leverages internationally recognized programmes to develop training modules for creativity and innovation and also measurement instruments to benchmark outcomes through pan-European pilot demonstrations in 6 countries with appropriate localization for language, socio-cultural and context factors. Surveys will assess needs and impact of creativity competencies on innovation. The proposed research will generate the first statistical data of its kind to support recommendations for policy discussions and development based on outputs including validated research methodologies, training modules and a best practices handbook. Complementing conventional valorization methods, CAL4INO will launch a peer-reviewed journal supported with Web 2.0 social networks for sustainable organic growth.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b29e8261-82f5-4cdb-8319-9a42e0e78af1>

LV,EL,DE,UK,FI,PT

Rīgas Starptautiskā ekonomikas un biznesa admin. augstskola

Meža iela, 3, LV-1048, Riga

LV

www.riseba.lv

Scottish Institute for Enterprise, Southpark Terrace, 11 G12 8LG Glasgow, UK

Bergische Universität Wuppertal, Gaußstraße, 20 42119 Wuppertal, DE

COTEC Portugal - Associação Empresarial para a Inovação, Rua de Salazares, 842 4149-002 Porto, PT

Emerald Group Publishing Limited, Howard House, Wagon Lane, BD16 1WA Bingley, UK

Laurea-ammattikorkeakoulu, Metsänpojankuja, 3 02130 Espoo, FI

Queen's University Belfast, University Square, 25 BT7 1NN Belfast, UK

University of Cambridge, Trumpington Street, 24a CB2 1QA Cambridge, UK
 Κέντρο Ερευνών Πανεπιστημίου Πειραιώς, Grigoriou Lambraki, 122 18532 Piraeus, EL

Youth in Action

European Voluntary Service

YOUTHLINK-DE-21-12-2008-R1

The Forest

1 Freiwillige aus DE arbeitet für 10 Monate bei einem selbstverwalteten Kulturprojekt in UK mit. Je nach Interesse kann sie bei der Durchführung von Kulturprojekten, Organisation von Festivals, dem Angebot von Workshops u.ä. mithelfen.

8143.38 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a0edacd2-b262-4e3c-9853-f6ad4331abbd>

DE,UK

3

IN VIA Kath. Mädchensozialarbeit Aschaffenburg e.V., Pestalozzistr. 17, 63739, Aschaffenburg, DE
www.invia-aschaffenburg.de

The Forest, 141 Lauriston Place, EH3 9JN, Edinburgh, UK

535264-2-UA--2012-R3

N(etwork) for I(nnovative) and C(reative) E(uropeans) in Ukraine

NICE.UA (Network for Innovative and Creative Europeans in Ukraine) will host 12 volunteers from Programme Countries for 7 months in 4 communities in the Donetsk region of Ukraine.

Under the theme of Community Development and European Active Participation and Citizenship, volunteers will serve as promoters and multipliers to develop and complete a set of diverse and learning-orientated activities using their creativity as the central theme. They will also establish bridges of communication in between sites in their home country and the areas they are established.

All activities have 3 dimensions: personal development, development within the host organization and community development.

The volunteers will be charged with designing, organizing, and implementing, in conjunction with local counterparts and youth from their hosting communities, a variety of activities such as:

- Sports events, group games
- Environmental activities
- Youth camps
- Walks in the cities, visits to different sights and events
- Theatre and art workshops
- Music and dance
- Cultural awareness and learning activities,
- All volunteers will be able to get involved in other national and/or international programs developed by Alliance during the EVS Service.

Objectives:

- Stimulate the intercultural learning process and enhance European Awareness and Active Participation within the host communities in the Donetsk Region.
- Provide the context and opportunities for all volunteers to develop both personally and socially by acquiring and improving new skills and competences as well as boost their self-confidence.
- Increase tolerance towards different cultures by learning and accepting cultural differences.
- Contribute to community development by boosting the participation and active involvement of youth in local communities.
- Encourage participation of youth with fewer opportunities
- Widen and strengthen the partnership and cooperation between all project promoters

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/55a200b5-afdb-499c-9c0a-670eae9c4c78>

PL,PT,FR,UA,RO,UK,TR

1

Donetsk Civic Organization Alliance; Alliance, Naberezhna-149, 37 83015, UA

Aberlour Youthpoint Glasgow, Dava Street, Govan, 11 G51 2JA, UK

Association for Consultancy and Training; ACT, Traian Grozavescu, 11/3 216075, RO

Bryson Charitable Group, Bedford Str, 28 BT2 7FE, UK

Centre Régional Information Jeunesse Champagne-Ardenne; CRIJ-CA, rue de Talleyrand, 41 51100, FR

Demirci Municipality, Bahçeler Mahallesi Kaymakam İbrahim Ethem Akıncı Caddesi, 59 45900, TR

Bridge of Culture Training and Youth Association; BCTYA, Sekeroglu Mah. Uzun Carsı, Yenihan, 15/56 27400, TR

ProAtlântico – Associação Juvenil; ProAtlântico, Apartado E.C., 016 2740-901, PT

DeM Experiential Training Center; DeM ETC, Deliklitaş Mah. Dr. Hilmi Sok., 11 26000, TR

Eduq Association, Krzywoustego, 1/115 84-300, PL

YOUTHLINK-IT-51-E34-2012-R2

FDC: Promoting and empowering Creative Resourceful, Enterprising Youngsters in Europe

C.R.E.ativE intends to promote and empower youth creative and entrepreneurial resources in Europe by making youngsters actively participate in a debate & exchange of inputs/proposals with responsible people in youth policy. This will occur by involving 42 youngsters & various policy makers/experts from 6 different EU member & acceding countries (IT,ES,UK,SE,TR,PL), to confront themselves within 12 months, in different activities tackling in particular the 2 dimensions of creativity addressing social voluntary & entrepreneurial creativity. The objectives will be achieved through 3 phases: during the planning/preparatory phase, beneficiaries (young people & policy makers) will be identified & involved in brainstorming & training activity at local level & in a virtual youth forum, following a common methodology in order to prepare them during the months before the seminar; during the implementation phase, a youth seminar lasting 4 days will be organized, involving young people & policy makers to discuss, exchange ideas & best practices and/or follow recommendations on issues, priorities, objectives of the structured dialogue, the open method of coordination in the field of youth & the European Pact for Youth; finally, during the evaluation/follow up phase, youngsters will be involved in the production of a follow up paper by employing & delivering specific questionnaires, and in the participation to a local meeting to share project's achievements & the use of the Virtual Forum. Proper communication & dissemination tools & activities will support the 3 phases. The seminar & connected activities will be the opportunity for the youngsters to exercise their European citizenship, thus making the local authorities understand they have to activate recommended participative forms concerning youth policy in cooperation with youngsters & their representatives (as from the "Revised European Charter on the Participation of Young People in Local and Regional Life" of 21.05.2003).

39188.09 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/8e7cb275-78b4-4a80-84e1-d49a1b53d026>

IT,UK,ES,TR,SE,PL

Provincia di Piacenza\Corso Garibaldi 50, 29121, Piacenza\IT

Aberdeen City Council, Marischal College, Broad Street, AB10 1AB, Aberdeen, UK

Ayuntamiento de Vila-Real, Plaza Mayor 1, 12540, Vila-Real, ES

Giresun Milli Eğitim Müdürlüğü, Hükümet Konağı Kat 1, 28100, Giresun, TR

Mölnåls stad, Göteborgsvägen 11-17, 43182, Mölnådal, SE

Regionalne Towarzystwo Rolno – Przemysłowe "Dolina Strugu", Myśliwska 16, 36-030, Błazowa, PL

Youth for Europe, Youth Exchanges

193049-1.1-NL--2010-R3

Understanding Discrimination, Building Community : Exploring Europe's Past and Create Our Future Together

"Understanding Discrimination, Building Community: Exploring Europe's Past and Present to Create Our Future Together" is a week-long youth exchange taking place in Metelkova, a creative art centre of Ljubljana, Slovenia. The project will bring together 36 participants from Greece, Netherlands, Romania, Slovenia and the UK - from original EU member states through to the newest arrivals. They will explore issues of discrimination and prejudice in past and present Europe and learn campaigning and community skills to create a more tolerant future.

Using non-formal and popular education methods - for example role-playing as a method of exploring how discrimination feels, and participant presentations that explore the potential consequences - we will share our histories and present experiences of discrimination, identify and challenge our own hidden prejudices, and develop new skills for civic-engagement through the local level through to EU policy-making. Together we can build tolerant and supportive communities that recognise diversity as a strength throughout the new Europe.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/94a5d270-0245-4702-9ea4-90be81199445>

NL,SI,EL,HU,RO,UK

EUROPEAN YOUTH FOR ACTION (EYFA)

Minahassastraat no:1, 1094 RS, AMSTERDAM

NL

www.eyfa.org

FIREFLY INTERNATIONAL, UK

ART CENTER - INSTITUTE FOR DEVELOPMENT AND ART & DEVELOPMENT, SI

BIBLIOTECA ALTERNATIVA - SOCIAL-CULTURAL CENTER AND LIBRARY, RO

VEDEGYLET, HU

VOID NETWORK, EL

YOUTHLINK-AT-11-55-2009-R5

AT-0911-149

Wandelbares Wasser - Changeable Water: Water speaks all languages

At the multilateral youth exchange "Wandelbares Wasser: Changeable water - Water speaks all languages ...", 40 young people from Greece, Italy, United Kingdom, Spain, Turkey and Austria will come together in Graz, to deal with the theme Water in various ways (discussions, excursions, workshops). Goals of the project are to foster the solidarity and communication between EU countries with big water resources and EU countries with fewer water resources, to strengthen the alliance between politics and culture for an ethical way to threat water resources as well as the building the basis for an intercultural dialogue in the field of youth policy, for a careful handling of the water quality. The creative activities (Aquarell paintings, creation of a radio show, creative scripts for sketches and drawing of comics) are important for the publicity of the project presentation, which will take place on March, 22nd, the UN world water day. The creative works of the participants will be auctioned and the revenues will be contributed for a charitable organisation dealing with waterproofing.

26519.77 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/2d4dd547-d645-409f-a11c-3b44ea657cb8>

AT,UK,ES,LV,EL,IT,No

Youth for gain & sustain, Nikolaiplatz 4/11, 8020, Graz, AT

Caroline Davis, UK
 consortia.es, ES
 Do it creative, LV
 Euro Youth Group, EL
 GIOSEF Giovani Senza Frontiere, IT
 Konya il Milli Egitim Mudurlugu, No
 TRAINERS ASSOCIATION ONLUS, IT

YOUTHLINK-NO-11-E31-2013-R3

Theaterexchange

3

Integretto (Norway) and Newton Dee (Scotland) are two similar theatergroups where there are both disable and non-disable actors working together as equals. We want to do an cultural exchange - where two groups visit eachother. Integretto will be the first to host. The exchange will take part during easter 2014. The projects goals is parted in 3. The first, and main goal is to do a theaterexchange, were we learn different theatermethods, exchange good dramareharsels and work together on a play witch will be performed at the end of the week for other disable- and nondisable people in Newton Dee community. The second goal is to learn about the disable rights in the two contries, and exchange thoughts and ideas, share challenges and solutions and possibly find some common tules to use in the future. The third goal is for the non-disable participants to be able to share their thoughts and values, and through discussions and methodsfrom "Compass" find new ways in how to developpe future projects involving disable people. We will have discussiongroups, theater workshops, visit the partisipants home and workplaces, and do different social activities (see cultural places in Aberdeen, attend the theatre, outdoor games, sports etc.). All in all there will be 45 people participants taking part in the project. This includes the actors, leaders and companions of the disable participants.

33454.71 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/87b90668-2596-4dab-bc14-3c848ed41f8f>

NO,UK

1

Teatergruppa Integretto, Prinsens gt 44, N-7011, Trondheim, NO

Newton Dee Camphill, Newton Dee Village, AB159DX, Aberdeen, UK

YOUTHLINK-NO-11-E11-2013-R1

Theaterexchange

3

Integretto (Norway) and Newton Dee (Scotland) are two similar theatergroups where there are both disable and non-disable actors working together as equals. We want to do an cultural exchange - where two groups visit eachother. Integretto will be the first to host. The exchange will take part first at an international theaterfestival in Oslo from 23. - 28.june, and then in Trondheim 28.june - 5th of july. The projects goals is parted in 3. The first, and main goal is to do a theaterexchange, were we learn different theatermethods, exchange good dramareharsels and work together on a play witch will be performed at the end of the week for other disable- and nondisable people in our community. The second goal is to learn about the disable rights in the two contries, and exchange thoughts and ideas, share challenges and solutions and possibly find some common tules to use in the future. The third goal is for the non-disable participants to be able to share their thoughts and values, and through discussions and methods from "Compass" find new ways in how to developpe future projects involving disable people. We will have discussiongroups, theater workshops, visit the partisipants home and workplaces, and do different social activities (see cultural places in Trondheim, attend the theatre, outdoor games, sports etc.). All in all there will be 34 people participants taking part in the project. This includes the actors, leaders and companions of the disable participants.

15608.25 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a56e18f6-3b68-4deb-a718-f66bfd85b9ee>

NO,UK

1

Teatergruppen Integretto, Prinsens gt 44, N- 7011 , Trondheim, NO

Newton Dee Camphill, Newton Dee Village, AB159DX, Aberdeen, UK

Youth for Europe, Youth Initiatives

YOUTHLINK-GB-12-74-2011-R2

Edinburgh Film Production Group - Films for Development

'Films for Development' teaches young members of non-profit organizations the essentials of creating films for the promotion of the associations they represent. The rapid growth of web-based information distribution has made it essential for organizations to promote themselves via this medium, but not yet everybody is equipped with the knowledge to do so. Through interactive workshops and lectures young adults from different organizations will get the chance to learn and practice filmmaking from the absolute start to help promote their organization and the ideals they stand for.

Guided by professional filmmakers, participants will learn to create films they can share over the Internet, or which they can use for meetings and events. The emphasis lies on learning by practice. This is achieved by providing interactive workshops in addition to lectures. Furthermore, participants will receive sufficient education in the use of recording and editing equipment to be able to create a film with minimal professional intervention.

The project will be conducted over a period of three months. In the first two months the participants will be prepared for the final project by learning the principles of pre-production, production, and post-production. The last month is a practical training where participants work in groups to create their own films using the knowledge they gained in the workshops.

The project will be completed by a screening and discussion of the movies that have been developed. After finishing the project the participants have the chance to receive follow-up advice for future productions from our professional filmmakers and they are invited to all other activities of the Edinburgh Film Production Group.

The workshops will take place in the Art's Complex in Edinburgh and is open to 10 participants aged 18 - 30.

6028.7 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/f6f8f1dd-29ae-481e-9206-8ec06b84d030>

UK

The Edinburgh Film Production Group

Strathearn Road 100 - Tower Flat, EH9 1BB, Edinburgh

UK

www.edinburghfilm.co.uk

YOUTHLINK-DE-12-171-2008-R3

What Borders do you cross to be free

The Transnational Youth Initiative with members from Germany, the Netherlands, Scotland and Turkey worked on the topic borders. The group collected experiences with borders by asking NGOs for stories or articles of a journalistic nature. Furthermore, 1.000 passports were printed which the Initiative sent out and distributed in diverse ways through Europe and the world. Individuals who received one passport were asked to document a border experience in the passport and send the passport back to the Initiative. The results of the documented experiences were put together in a book and printed in 6.000 copies.

11465.35 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/f860367c-fc85-4ed6-8905-402787c428af>

DE,TR,NL,UK

Loesje e.V.

Karl-Kunger-Straße 55, 12435, Berlin

DE

www.loesje.org

Xchange Scotland, UK

Nilüfer Yerel Gündem 21 GENCLIK CALISMA GRUBU, TR

Loesje the Netherlands, NL

Youth in the World, Cooperation with neighbouring partner countries

153667-3.1-AL--2009-R1

Creativity and Innovation for Active Citizenship

Training course will gather 26 participants from different youth organization from ED and SEE countries and it will be implemented by Beyond Barriers association in November 2009 in Albania. The general theme of the training is focused on Citizenship in general, European citizenship in particular and how to provide practical tools to youth workers to bring the above concepts from theory into practice in youth work. Europe and its development for enlargement has an increasingly direct influence on the life of young people in Europe. Youth policies and programs of European Union and Council of Europe are an important part of the vision and development of yoUng people. Europe is a mixture of cultures, and in order to be all together, European citizens, is very important to have an understanding and knowledge of different cultures which make us different but in the same time part of the same Europe. Using multimedia as practical tool to include citizenship concept in the project will be main element of the program as well. The methodology of the training will be based in non formal education approach.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/85de1ec5-2d1c-4806-ad93-15d26415147c>

AL,TR,MK,HR,UK,DE,SI,IT,NL,RS

BEYOND BARRIERS ASSOCIATION

Bld Gjergj Fishta, Pallati E-88, Perballe Ish Ekspozites, 12, PO BOX 87, TIRANA

AL

www.beyondthebarrier.org

XCHANGE SCOTLAND, UK

ASSOCIATION OF CITIZENS LIGHT, RS

BBZ HOCHWALD, DE

CENTRO SOLIDARIETA TERZO SETTORE, IT

LYCIA DEVELOPMENT ASSOCIATION, TR

MINORITY LEADERS FOR SOCIETY MLS, MK

RAPLECTION, HR

STUDENTS' ASSOCIATION OF KOPER (SAK), SI

TDM 2000 INTERNATIONAL, IT

THE EUROPEAN INSTITUTE FOR DEMOCRATIC PARTICIPATION, NL

YEAH! YOUTH EMPOWERMENT ABOVE HORIZONS, AL

YOUTHLINK-RO-31-131-2010-R5

Drama tools for intercultural dialogue and active participation

The project DRAMA TOOLS FOR INTERCULTURAL DIALOGUE AND ACTIVE PARTICIPATION is a training course written for 3.1 action. The project will take place in Buzau, Romania for 6 days and involves 37 participants from 24 countries from 28 organizations from Europe. There will be youngsters and youth leaders from France, Germany, Italy other EU countries, from all EECA countries and also from Serbia, Kosovo and Macedonia.

The main aim of the project is to provide theater tools to be used by youth workers for promoting intercultural dialogue and active participation. The main method used will be social theater but also communication, improvisation, presentations and other nonformal education methods.

The activities will consist of workshops on different theater tools, debates, intercultural evenings, games and exercises.

The project will end with a final show of social theater where other youngsters, journalists, authorities and stakeholders will be invited.

The official language of the course will be English. The course will include 2 youngsters with verbal communication disabilities helped by a facilitator. 18138.99 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/1760429c-201a-46aa-b9f4-c6d7c81d5a16>

RO, XK, EL, MD, DE, AL, PT, TR, LT, LV, BY, FR, MT, AZ, UK, RS, UA, IT, AM, SE, GE, RU, NL, MK

Fundatia pentru Tineret Buzau

STR MESTECANULUI NR1, 120024, Buzau

RO

www.fptbz.ro

Niddrie Community Youth Group, c/o Hunters Hall Housing Co-op, UK

"LETS SHINE TOGETHER", XK

ACRO NGO, EL

ADVIT/ICYE, MD

ASOCIATIA "1 IUNIE 2001", RO

CENTER FOR INTERNATIONAL COMMUNICATION AND HUMAN RIGHTS, MD

Culture goes Europe - Soziokulturelle Initiative Erfurt e.V., DE

EPER CENTER, AL

GABINETE DE DESENVOLVIMENTO ASSOCIATIVO E CIDADANIA, PT

Grup Adalya, TR

Grupė "Kvadratas"/ Kultūros centras "In Actio", LT

Language and Culture Centre "World at our Home", LV

LEAGUE OF YOUTH VOLUNTARY SERVICE, BY

Maison des Jeunes et de la Culture de Carcassonne, FR

Malta UNESCO Youth Association, MT

MODERN YOUTH PUBLIC UNION, AZ

OFFICE FOR YOUTH KLADOVO, RS

Pen-y-Dre Youth Club, UK

PORA, UA

SCAMBIEUROPEI, IT

Soro Tori Onlus, IT

STEPANAVAN YOUTH CENTER, AM

TEATER VILJAN, SE

Tkibuli District Development Fund, GE,

UFA FALCONRU Youth Forum EYE MK

547234-3.1-MK--2013-R2

Once Upon a Time in Europe

This youth exchange is built around the theme of storytelling. Using storytelling we will bring youngsters from different European Countries to learn about European Values and citizenship. The youngsters will be placed in a traditional rural setting, perfect for sharing stories that they have in their local communities. The youth workers will combine the stories within an experiential learning cycle which will result in introducing citizenship education to the youth.

The exchange will gather a total of 48 young people and 12 group leaders from 12 countries (Macedonia, Serbia, Albania, Montenegro, Azerbaijan, Armenia, Turkey, Spain, Poland, Italy, Czech Republic, UK).

The project enhances the development of learning about European citizenship by using youth friendly approaches which make the young people able to act as creators and multipliers of their education programme. Using storytelling and fairy tales helps in overcoming the obstacles to explain complex ideas about European citizenship to young people with fewer opportunities.

The project outcomes (stories) will be published in a story book which can be used across Europe in different youth and non-formal education centers.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/c77b2a58-ffb4-413e-92d4-2c8d1dafefbf>

PL, CZ, RS, ME, MK, ES, AL, AZ, UK, IT, TR, AM

BUJRUM CENTER FOR RURAL DEVELOPMENT; BUJRUM

Mesna Zaednica Proevce b.b., null 1300

MK

ww.bujrum.org

International Voluntary Service; IVSGB, UK

AIESEC Azerbaijan; AIESEC, AZ
 Association for Democratic Prosperity ZID; ZID, ME
 Biblioteca Pública-Centro de Información Juvenil de, Purchena; CIJ Purchena, ES
 Centrum pro pomoc dětem a mládeži, o.p.s.; CPDM, o.p.s, CZ
 Loesje Armenia; LOESJE, AM
 Mladi za Razmenu i razumevanje; MRR, RS
 Movimento Cristiano Lavoratori; M.C.L., IT
 Nişantaşı University International Office; NUIO, TR
 Stowarzyszenie Społeczno-Kulturalne "Porozumienie Wschód – Zac;; PWZ, PL
 Vizion Integrues; VIZION, AL

550104-3.1-AM--2013-R3

The cultural differences through creative photography

The youth exchange aims to gather young creative people from Scotland, Spain, Armenia, Georgia, Turkey, Moldova, who will show the similarities and differences of their cultures through photography. The project will be host by an Armenian organization. The project venue is Alaverdi, Armenia. We are planning to hold the project on 26th of May until 2nd of June, 2014. We choose Alaverdi because it is beautiful place surrounding with mountains. The life is different here comparing capital of Yerevan. Nearby participants can see the rural area, see the similarities and differences of cultures.

From each partner will be 4 participants and one group leader. The gender balance will be keep. The project will last 8 days including arrival and departure.

We intend to use non-formal experiential learning methods based on participant's background sharing practical knowledge. They will be taught team work. We will use the learning by doing such as working groups, practical skills workshops, simulation games, role-plays, ice-breaking, group building. The project language will be English and we also encourage use non verbal method to understand each other. With this project we would like to give opportunity youngsters with fewer opportunity to communicate with each other and express themselves via photography.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/ac4dfc71-b8a0-4444-9d24-5aff8cdd0b0b>
 GE,ES,UK,TR,MD,AM

United Youth international NGO; UY INGO
 A.Hovhannisyan, 12/54, 12/54 0076
 AM
<http://unitedyoutharm.wix.com/unitedyouth>

Grey Lodge Settlement; GLS, UK

Active Youth Union; AYU, GE
 Alianta Studentilor din Moldova; ASM, MD
 LIBERTAS INTERNATIONAL; LI, ES
 Zift Organization; ZIFT, TR

Youth Support Systems, Training and networking of those active in youth work and youth organisations

163385-4.3-FI--2009-R2

Creativity and innovation in the countryside: preparing a transnational rural project

With this feasibility visit we bring young people from rural youth organisations in Estonia, Finland, Denmark, UK, Sweden and Austria together to share their ideas, best practices and knowledge of rural youth activities with the aim of organising a multilateral youth exchange in Sweden in summer 2010. The multilateral youth exchange will be the central activity of a transnational project on innovative and creative rural development. At this feasibility visit we will plan the transnational project and explore together how we can combat the social exclusion and increasing marginalisation of young people in the countryside. Topics such as youth entrepreneurship, employment issues, and finding new ways for young people to develop rural areas and participate in their local communities will be discussed in detail.

The working methods of this feasibility visit are based on non-formal learning and will have a participatory approach. We will discuss the planned theme and the participants' experience in this subject. As the activities planned for the project will be designed to bond the group so that they will develop a good working ethos, the programme will also encourage the group to think and discuss how the issues are relevant to them and how they can act on them on a European level.

The feasibility visit will be held in Sweden over 3 days in January 2010 with 9 participants

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/f2961acf-e5e1-4ae9-84db-fb33db65c6ab>
 FI, EE, DK, AT, SE, UK

RURAL YOUTH EUROPE
 ALLIANSSI-TALO ASEMAPÄÄLLIKÖNKATU 1, 00520, HELSINKI
 FI
<http://www.ruralyoutheurope.com>

SCOTTISH ASSOCIATION OF YOUNG FARMERS CLUBS, UK

DANISH 4H AND DANISH YOUNG FARMERS, DK

ESTONIAN 4H, EE
 LANDJUGEND OSTERREICH, AT
 RIKSFORBUNDET SVERIGES 4H, SE

2014-2020

Erasmus Plus

Key Action 1

Adult education staff mobility

2014

2014-1-UK01-KA104-000078

Nature Exchange Two – managing our natural and cultural assets

The Firm of ARCH, UK

263,495.00

UK,SK,IS,RO,PL,CY,SI,NO,FI,BG,LV

Woodland Trust; Loch Lomond & The Trossachs National Park Authority; Cairngorms National Park Authority; Caithness Horizons; Institute of Chartered Foresters; John Muir Trust; Royal Society For The Protection Of Birds; Scottish Natural Heritage; Scottish Wildlife Trust; SRUC; The Forestry Commissioners; The National Trust for Scotland

For the last 14 years ARCH has used LLP funding to deliver comprehensive programmes in natural and cultural heritage management. ARCH programmes have seen over 1,000 learners from a wide range of government and non-governmental organisations within Scotland visit a variety of countries within Europe to learn about the different ways in which new skills and competencies in nature conservation and cultural heritage interpretation can be delivered.

Nature Exchange Two (NET) aims to provide adult learner participants with a focused, ready-made opportunity to take time out from their everyday work to learn about how conservation, education and interpretation work is undertaken elsewhere in Europe and give them an opportunity to consider new ways of working.

NET will collaborate with partners throughout Europe from Iceland and Norway in the north to Cyprus and Bulgaria in the south. The aim is to develop knowledge exchange trips (typically of 8-10 days) that focus on the management of our natural and cultural heritage. NET is developed around the priority areas of work within natural and cultural heritage, conservation interpretation and education in Scotland today. Each training visit will be associated with a broad theme, which will provide a focus for activities through the week. Emphasis will be placed on exchange of knowledge, ideas, issues and solutions between the participants and hosts. Informal talks by participants on their work in Scotland and challenges they face, as well as talks from the hosts, encouraging focused discussion on how both participants and hosts can benefit from each other's knowledge and experiences and how they can build this into ongoing adult education courses.

As in previous years, we will work with our partners to develop adult education training placements, which focus on new skills and knowledge and have the capacity for the exchange of best practice that fits with participants needs. For example in Germany the programme will focus on the wildcat and on preserving and managing its habitat, In Iceland the focus will be interpretive techniques for understanding and conserving the cultural landscape, including the traditional skills of turf building. In Finland and Slovakia the programme theme is forest schools and environmental education. In Norway the themes are large mammal management, fishery management, predator control and balancing hunting and conservation interests.

Our partners all share our aim of providing high quality and innovative vocational training. Receiving partners have been chosen because they are recognised by the UK consortium as being able to provide examples of best practice in the key areas identified as most important for our Scottish practitioners to learn. What they offer has the potential to be built into adult education, both formal and informal.

NET participants will be drawn from the 14 member organisations in the ARCH mobility consortium which includes Scottish Natural Heritage, RSPB, National Trust for Scotland, Forestry Commission Scotland and John Muir Trust all of whom have a remit to manage and protect Scotland's natural and cultural heritage through conservation, interpretation and education. The ARCH consortium will positively encourage those from the more remote areas of Scotland to participate in NET through a publicity and dissemination campaign. Our natural and cultural heritage plays a "key part in promoting a Scottish identity internationally and is a topic appropriate for developing European inter-regional co-operation". Establishing links and alliances with international organisations and regions and countries are long term strategies where effort needs to be prioritised." NET addresses this priority.

2016

2016-1-UK01-KA104-023609

Nature Exchange Three - Managing our Natural and Cultural Assets

The Firm of ARCH, UK

219,720.00

UK,NO,BG,LV,SK,IS,PL,FI,CY,RO,EE,SI

Nature Exchange Three - Managing our Natural and Cultural Assets. (NET) Adult Education Staff. For the last 15 years ARCH has used LLP funding to deliver comprehensive programmes in natural and cultural heritage management. ARCH programmes have seen over 1,000 learners from a wide range of government and non-governmental organisations within Scotland visit 12 countries within Europe to learn about the different ways in which new skills and competencies in nature conservation and cultural heritage interpretation can be delivered. ARCH works in co-operation with a consortium of 16 members representing a comprehensive range of natural and cultural heritage management organisations, government bodies, national parks and colleges. Nature Exchange Three aims to provide 96 adult learner participants with a focused, ready-made opportunity to take time out from their every-day work to learn about how conservation, education and interpretation work is undertaken elsewhere in Europe and give them an opportunity to consider new ways of working. NET will collaborate with partners throughout Europe from Iceland and Norway in the north to Cyprus and Bulgaria in the south. The aim is to develop Adult Education opportunities for staff through a series of structured courses, typically of 6 days duration with 2 days set aside for travel. These courses focus on the management of our natural and cultural heritage. NET is developed around the priority areas of work within natural and cultural heritage, conservation interpretation and education in Scotland today. Each training visit will be associated with a broad theme, which will provide a focus for activities through the week. Emphasis will be placed on exchange of knowledge, ideas, issues and solutions between the participants and hosts. Informal talks by participants on their work in Scotland and challenges they face, as well as talks from the hosts, encouraging focused discussion on how both participants and hosts can benefit from each other's knowledge and experiences and how they can build this into ongoing adult education courses. As in previous years, we will work with our partners to develop adult education for staff training placements, which focus on new skills and knowledge and have the capacity for the exchange of best practice that fits with participants needs. For example in Iceland the focus will be interpretive techniques for understanding and conserving the cultural landscape, including the traditional skills of turf building. In Finland and Slovakia the programme theme is forest schools and environmental education. In Western Norway the themes are large mammal management, fishery management, predator control and balancing hunting and conservation interests. In Eastern Norway the focus is the management of montane scrub habitat. Our partners all share our aim of providing high quality and innovative vocational training. Receiving partners have been chosen because they are recognised by the UK consortium as being able to provide examples of best practice in the key areas identified as most important for our Scottish practitioners to learn. What they offer has the potential to be built into adult education, both formal and informal. NET participants will be drawn from the 16 member organisations in the ARCH mobility consortium which includes Scottish Natural Heritage, RSPB, National Trust for Scotland, Forestry Commission Scotland, John Muir Trust, Plantlife Scotland, Trees for Life, Historic Environment Scotland, Loch Lomond and Trossachs National Park, Cairngorms National Park, Scottish Wildlife Trust, The Woodland Trust, Caithness Horizons, Earth building UK and Ireland, and Scotland's Rural College. All of whom have a remit to manage and protect Scotland's natural and cultural heritage through conservation, interpretation and education. The ARCH consortium will positively encourage those from the more remote areas of Scotland to participate in NET through a publicity and dissemination campaign. Our natural and cultural heritage plays a key part in promoting a Scottish identity internationally and is a priority for developing European inter-regional co-operation. "Establishing links and alliances with international organisations and regions and countries are long term strategies where effort needs to be prioritised." NET addresses this priority.

School education staff mobility

2014

2014-1-DE03-KA101-000680

Improving the bilingual curriculum to gain the Certilngua Award of Excellence

Ricarda-Huch-Gymnasium, Gelsenkirchen, DE

8,642.00

DE,UK

Jedburgh Grammar School

Since 2006, our UNESCO project school has extended the range of its (German/English) CLIL education. The subjects History, Geography, Citizenship and Economics are taught in the lower and upper secondary levels (grades 7 to 12), Drama (taught in English) as a chosen compulsory subject can be picked up in the years 8, 9 and 11.

The next objective is to enable our students to obtain the Certilngua award, the European excellence label of plurilingual, European and international competences. To provide this opportunity, to improve the CLIL education and to coordinate the two secondary levels, the seven teachers in the CLIL sector need training in the following: general language skills, language for special purposes, curriculum and lesson planning, methodical/didactic competence, ideas for resources and international project work, drama in education across the curriculum, and classroom management. To improve the teachers' personal and professional competences and to enable further school and curriculum development, it is vital, that the CLIL-teachers get in touch with other teachers from Europe to exchange ideas, to find future project partners (e.g. e-twinning, Erasmus+ KA2, exchange) and to get insight into the European world of work.

Drama taught in English is not a regular subject in Germany, high-quality teacher training courses in this field are rarely available. That's why the Drama teacher relies on the expert knowledge of British colleagues which can be understood and studied best through job-shadowing.

By participating in Erasmus+, we expect a competent staff to optimize the CLIL education at our school, to qualify for Certilngua and thereby to give our students access to a broad range of future job chances here and abroad.

This will also strengthen the values and standards of our UNESCO school.

2016

2016-1-UK01-KA101-023925

1+2 Professional Language Learning and Development in Parkhead Primary School

Parkhead Primary school, UK

1,345.00

UK

Parkhead Primary School is a non-denominational school serving the community of West Calder, Polbeth, and the surrounding farming communities. The school was built in 1951 and in March 2008 benefited from a nursery extension. The school has a head teacher, depute head teacher and a principal teacher. The roll of the school is 403 and the school is in band 6 of the Scottish Index of Multiple Deprivation (SIMD). Pupils are currently organised into 14 classes from P1-7 and 2 nursery classes of 36 morning and 25 afternoon children. All teachers are now delivering the 1+2 Professional Language Learning programme. Each class teacher is building their own skill level in French and Spanish through effective, relevant West Lothian Council training. Our Principal Teacher, our lead learner and an impact group have led and are developing the embedding of French throughout the school and our upper classes benefit from some Spanish. We also have a Junior Leadership pupil group for Spanish. The children are becoming more aware of the principles of learning additional languages. Staff are committed to improvement and are prepared to be innovative and inventive in their approaches, through their role as strong facilitators in orchestrating children's learning. Children are challenged in learning beyond their comfort zone and respond positively and enthusiastically. The pupils now need consistency and structured progression to ensure they use their language learning confidently with less prompting. The teachers are motivated but need opportunities to use an additional language more. Parkhead Primary School is committed to the development of 1+2 Professional Language Learning for every child. To this end we are providing quality resources, training and support to all our teachers. Staff have engaged with the 1+2 initiative this session and have taken positive steps to using language both informally throughout the day and through stand alone lessons, this has been well supported by our lead learners. We have several staff who have undertaken Spanish training and they have introduced the children in their class to this language. Staff are currently engaging with all the West Lothian curriculum pathways to ensure depth and progression across the curriculum. We now need to develop the 1+2 approach to language learning within the cluster. Our Principal Teacher is committed to the development of the 1+2 PLL programme from Nursery to Primary 7, embedding French so that every child speaks confidently at opportunities throughout the day and at home and many of them use the same literacy skills to converse briefly in Spanish. As a manager who teaches art at every stage, she is ideally placed to incorporate daily French and some Spanish as well as monitoring the developing skills. She models embedding French to enthusiastic staff and pupils. She originally trained in MLPS French and led the CfE planning and implementation from P1 to P7. She participated in a previous immersion week in France in 2000 which impacted on pupils and staff in her previous school as well as enabling her to teach French in Parkhead Primary School to some then all classes prior to the class teachers doing so this year. She completed the WLC 14 week course in Spanish last year and is very keen to make progress with this. Through this immersion week in Spain, she will model effective learning and using 1+2 to all the pupils. Another teacher completed the WLC 14 week Spanish course recently and he has been implementing L3 with developing confidence. Five other teachers at this school are participating in the current WLC 14 week course in French and are embedding the language in their classes with a range of current, recommended resources. Our lead learner is disseminating information and WLC advice. These teachers hope to participate in the LFEE immersion course in 2018. Professional dialogue with Principal Teacher, Head Teacher, Depute Head Teacher, Staff, Junior Leadership pupil group, Impact group, Parents' Association and Council, Cluster, PLL Network, Malaga partners will contribute to action points in our Action Plan and to our school policy. Action points will impact upon every pupil, every member of staff and influence the language skills locally, across the cluster, nationally, across Europe and globally. This will be observed, monitored and evaluated with ongoing communication with all stakeholders. Good practice visits, motivating workshops, 1+2 training and events and online meets will be used. New ideas arising from pupils, staff and the whole learning community will be assimilated and evaluated. The benefits of the higher priority of 1+2, arising from experiential learning, will be confidence and enjoyment in communication with others across Europe. Validated self-evaluation will be central to assessing the outcomes from this course and the subsequent actions. This will be communicated to all our European partners.

2016-1-UK01-KA101-023660

Spanish Immersion Course**Holy Cross (RC) Primary School, UK**

8,020.00

UK

We are four teachers training in Spanish and methodology to embed the language into our primary school. We aim to support Holy Cross Primary in delivering the new national curriculum and 1 + 2 government strategy in promoting the teaching of modern languages. All the staff in the school have participated in our Cluster 1+2 training (Scottish Government initiative introducing English plus 2 other languages to all primary schools in Scotland). In our cluster our language focus is French and Spanish. Our aim is to immerse our children in these languages on a regular basis as part of our daily teaching. Some members of staff have been on further Spanish training to develop their skills. This is part of their Continuous Professional Development and attending the immersion course would add to that. We previously taught French and Spanish at selected stages but have now introduced Spanish to every class from Nursery to Primary 7 this session. The main objectives for our application are to improve language competencies across the school, this will allow us to meet both our school and cluster priorities, ensuring all children are immersed in Spanish from a young age. We understand the importance and benefits of exposing children to a foreign language on a daily basis as part of their classroom experience. Our project will continue to focus on using classroom vocabulary and basic language to ensure learners have a solid foundation of Spanish. We then aim to progress in using food technology as a platform to introduce a more in depth knowledge of food and Spanish culture. As teachers we hope to develop new teaching resources and enhance our use of ICT through Spanish. We believe the project will equip us with the necessary skills and knowledge to meet these objectives. The immersion course will benefit all pupils and colleagues within our primary school setting. The knowledge and skills gained will be transferred directly to the pupils in our school but also our colleagues during any professional development sessions and staff meetings. The resources that we acquire will be shared in many ways with our colleagues and peers in order to promote the teaching of modern languages within the classroom setting. We will investigate different types of music and online resources whilst on the course to show pupils on return to school. We will participate in cluster school moderation activities and collegiate learning rounds within our school setting, in order to evaluate the learning and teaching and offer constructive feedback. There will be ongoing formative assessment of pupils within the classroom to ensure progression from nursery to Primary 7. We believe that undertaking the Erasmus course will greatly benefit both pupils and teachers. Pupils will gain a better understanding of Spanish culture and vocabulary which we hope to embed in our school ethos. Pupils will be able to draw comparisons between their own culture and the Spanish lifestyle. As a staff we will gain more confidence in teaching Spanish and develop our own understanding of the vocabulary. We believe our confidence and enthusiasm for the subject will be mirrored by our pupils.

2016-1-UK01-KA101-023870

Spanish Language Immersion Course**Kilpatrick School, UK**

4,010.00
UK

In summation, the context for the project is to promote the development of Spanish language learning and Spanish culture within Kilpatrick school. This is in line with the Scottish Government's 1+2 languages policy and is included as part of the school's development plan. Kilpatrick school has identified 2 potential participants to take part in the course. As previously mentioned, the objectives of the participants are: Participant 1 - to gain a fuller knowledge of the Spanish language, to gain confidence in conversing in Spanish, to enhance skills for teaching Spanish, to develop links with other schools and professionals across Europe, to access new resources for teaching Spanish. Participant 2 - to refresh Spanish language skills, to develop pedagogical awareness of teaching Spanish at Early level, to develop links with other schools and professionals within a European context, to access further resources for teaching Spanish, including ICT. The course involves a week long stay in Malaga, Spain, where participants will be fully immersed in Spanish language and Spanish culture. The aims of the course include: assisting participants in improving their range of skills in Spanish conversational and written language, development of teaching ideas and resources, use of ICT, cross-curricular themes and fostering links with other schools across Europe. As mentioned above, these aims have been identified by our participants as beneficial to improving their own skill level and the learning experience of our pupils. The expected impact of the course is to improve the overall Modern Languages learning experience of our young people, in line with the school improvement plan and Scottish Government 1+2 languages policy. This involves introducing them to new ideas, resources and the cultural elements of Spain. In addition, by making links with schools in Spain, it is envisaged that this will motivate our pupils to develop a range of skills in Spanish. This is in addition to swapping experiences with young Spanish people on similarities and differences of life in Spain and Scotland. Furthermore, it is foreseen that the course will also provide wider, long term benefits. These include providing Spanish to more pupils in Kilpatrick school, sharing information, resources and ideas with colleagues in Kilpatrick and schools in the wider local authority area, sharing information with parents through assemblies, cultural events and celebrations. Moreover, there is scope for using the training to influence the global citizenship dimension of the Curriculum for Excellence, as well as developing inter-disciplinary learning opportunities through Music, Art, Dance, Home Economics, Geography, History and Modern Studies.

VET learner and staff mobility

2014

2014-1-IS01-KA102-000044

Introducing students and staff to innovation in materials and methods, and connecting them to the European education and employment system.

Myndlistaskolinn í Reykjavík, IS

53,619.00

IS,FI,UK

Glasgow School of Art

The project contains three separate trips: the first is a student study trip, the second is a VET traineeship and the third is a staff training trip.

MiR will be sending 14 students during the second semester of their diploma course in Drawing as well as 2 accompanying teachers to Great Britain. They will travel to the University of Cumbria, as students from MiR are able to apply for the third and final year there and finish a BA degree. They'll be visiting the illustration department, the drawing and fine art department and the computer games design department. It is important that the students get an insight into the courses and even to meet potential classmates. The main aim of the trip is to introduce the students to the British university system and its potentials for them at the end of their studies in Iceland as well as the various job opportunities that might await them. The students will visit galleries that show the history of art and design within their chosen field.

The participants in the VET traineeship are 3 students from the diploma Textile department who have either completed their first year or are graduating from MiR. The goal is to gain further specialist knowledge in the fields of knitting, textile printing and textile patterns as well as the running of businesses within this field. The project supports new possibilities in study and the creative fields. An emphasis is placed on art and design at the 5th level of EQF-European Qualification Framework. The project is part of the Icelandic government's goal to try and provide those who have not finished secondary school (at least 33% of the work force) with the potential to be able to get further education and improve their work possibilities.

Visiting European Universities with the goal of looking at student evaluation is the goal of the staff training trip. There are 4 participants who will take the trip, all heads of diploma departments. All four are university educated in art and design, and have years of experience in running departments and teaching. The goal of the project is to share knowledge and experience about teaching practices, evaluations, student self-evaluations and how the different institutions evaluate the employment potentials of students. Discussions are taking place about a unified European credit system for vocational education and training and it's very important that MiR takes an active part in these discussions. The hope is that the fruits of these projects will encourage more effective approaches to evaluation which will enable teachers to give a thorough and well thought out evaluation which will in turn positively encourage students to increase the quality of their work. The participants will be encouraged to increase and strengthen their personal and professional network of contacts in European institutions that they visit. To be able to evaluate and to get the best picture of working institutions and departments, the trips are planned for the school year 2014-2015.

When the trip is over all conclusions and observations will be compared and used to strengthen the functioning of the diploma departments at MiR. Emphasis will also be placed on sharing the knowledge gained with other art and vocational institutions in Iceland.

The goals of the staff training trip are:

- Sharing experiences and knowledge of the teaching of art and design in Europe.
- Taking part in discussions about the EQF system and comparing evaluation within vocational institutions (ECVET).
- Learning about new methods of evaluation in the teaching of art and design.
- Looking at how other institutions set up evaluations, self-evaluations and how they evaluate the effect of their courses on employment potential and on other colleges.

- Increasing the quality of the diploma courses at MiR.
- Looking at the demands made on applicants for new students in art and design at other European universities.
- Getting to know colleagues in Europe.
- Creating cooperative partnerships for the future.
- Strengthening networks between institutions.
- Widening the horizons of participants and increasing their knowledge and experience.
- Working through conclusions and sharing the resulting knowledge with other art and design institutions in Iceland.

2014-2-UK01-KA102-012221

Leading Learning Academy Reciprocal Network

Dundee And Angus College, UK

59,460.00

UK,ES,SE

Since the merger of Dundee College & Angus College in 2013, the new D&A College is undertaking a major modernisation agenda.

Through the establishment of a Leading Learning Academy (LLA) in 2013, it aims to realise its new ambition - advancing D&A College's aspiration for excellence in learning and teaching and all of its services, and to facilitate the development of first class professional learning for everyone who works at the College."

To help staff to strive for excellence, we aim to provide stimulating experiences & expose them to excellent innovative practices abroad. Therefore this project objective is to introduce a forward looking, modern European dimension to the LLA help to fulfil this ambition by giving 36 teachers and learning professionals the opportunity to undertake professional development through one week European mobility training in Sweden with Bollnas Kommun and Spain with HETEL.

They will enhance their continuing professional development, improve their skills, enhance their professionalism and gain cultural awareness through job shadowing and sharing best practice with high performing counterparts in Europe. 3 areas of activity will be:

1. To be open to curriculum innovation in linking with employers in the fields of Care, Sports, Construction, Energy Efficiency & Dance:
2. To learn more about coaching for entrepreneurial attitudes:
3. To learn about mental health counselling for students:

In addition staff will gain new competences such as:

- enhancing/developing intercultural skills;
- becoming more aware of the rich cultures within partner countries;
- developing linguistic & EU knowledge through interaction with European colleagues.

They will validate the learning experience using ECVET & CPD recording.

D&A College will gain by:

- establishing a longer term programme of sharing best practice with like-minded organisations in Europe through reciprocal projects in the future;
- further building on partnership with Bollnas & HETEL, as strong partnerships make for better future opportunities for staff and students.

The programmes for participants will comprise work shadowing and peer learning with relevant equivalent staff in the receiving organisations. These hosting staff will have been selected for their enthusiasm and willingness to participate in a European project. Also they will be highly skilled and experienced in the area of work they are interested in.

A Preparatory phase to be organised by D&A College will include conversational language lessons, cultural awareness, self-directed learning & research.

The mobility phase to be planned and coordinated with D&A, HETEL and Bollnas Kommun will include:

- Local orientation (transport, safety & local services);
- Full induction programme including introduction to hosting organisations;
- Work shadowing with selected English speaking hosting staff, observing classes, practical workshops;
- Organised discussion opportunities to ask questions and probe in more detail about how things work and the context of what is being observed;
- Opportunities for reflection with colleagues to understand and formulate further questions;
- Access to internet for regular communication with D&A staff to clarify issues arising;
- Visits to facilities/relevant organisations related to the content of the programme
- Cultural components - evening and weekend visits to place of local interest;
- End of activity reflection.

A validation phase will follow as some participants will gather evidence to contribute towards their TQFE qualification. All staff will evaluate and record learning in Hydrogen.

Participation is expected to impact on participating staff through improved professional and personal competences such as staff demonstrating new skills in the teaching of enterprising attitudes to their students, staff introducing elements of innovation into their subject areas having learned from the best practice of partners. It is expected that most of the impacts will be felt within D&A College. The College has centres in Dundee, Arbroath, Forfar, Kirriemuir and Montrose plus outreach centres throughout the city of Dundee. Therefore impacts accruing to staff, will be spread throughout the region.

As D&A has close working relationships with local, regional and national partners, it is expected that there will be a ripple effect as partners in other colleges, councils, voluntary and statutory organisations hear about the opportunities that have been made available through Erasmus+.

The longer term impacts will be the enhancement through internationalisation of the Leading Learning Academy of D&A College and the creation of a strong partnership of like minded organisations reciprocating mobilities to improve the skills and competences of VET staff.

2014-1-EE01-KA102-000215

MUSIC WITHOUT FRONTIERS

Georg Otsa nim. Tallinna Muusikakool, EE

24,955.00

EE,FI,PT,PL,UK,CZ,ES

Glasgow Kelvin College

MUSIC WITHOUT FRONTIERS is a versatile music related mobility project during which student vocational skills and adaptability in international work environment will be developed.

Because the new program enables to add staff seminar to student mobility project, we definitely want to use this opportunity. Students acquiring music related vocational education will participate in concert projects that follow real work situations organised by partner conservatories and end with public concert and/or recording. Preparation and concert period lasts for three weeks. Mobility project will be carried out in partner conservatories and on concert venues chosen by them according to agreed plan.

We aim to provide our students opportunities to practice musical performance skills by playing in the great orchestras and ensembles of our partner schools, to gain cultural experiences and to learn about life and culture in different countries. All this adds up to personal growth and abilities to take full responsibility for one's own life.

At the time our students get their diplomas, especially those who have participated in student exchange are open-minded young professionals with respect and understanding for different cultures. They also see the scene for their own activities, whether working or studying, much broader than just their own home country.

All our partners are committed to sending and receiving students, in the scope of granted funds. The duration of the study periods is three weeks and their timing will be set in the beginning of each school year.

The active partners for G.Ots Tallinn Musicschool in MUSIC WITHOUT FRONTIERS Mobility Project are three same level schools from Finland – Helsinki, Joensuu and Lahti Conservatories, also North Glasgow College and Conservatories from Madeira, Praha, Madrid and Warsaw. All partner conservatories apply for financial support from their country.

This project is a continuation of projects carried out previously: 2004-2006 CONCERT CIRCLE, 2006-2008 CONCERT CIRCLE 2, 2009-2010 CONCERT CIRCLE 3, (2010 - 2012) CONCERT CIRCLE 4 and the currently running (2012-2014) CONCERT CIRCLE 5. These projects have been effectual and the experiences gained from them will be used to carry out the new project.

MUSIC WITHOUT FRONTIERS project will offer opportunities to introduce ECVET principals to all partners, also in those countries which are not yet applying it.

Goals for the Staff Seminar

- better knowledge of the curricula , methodologies, student assessment methods and criteria in the networking countries and schools
- a booklet consisting of reports and evaluations of the participants
- sharing of good practices, .e.g. improving the use of ICT in teaching
- modification of our ways in teaching, writing and implementing the curricula
- through networking, to find inspiration to develop new ideas for mutually beneficial staff exchange

2014-1-FI01-KA102-000090

Music without Frontiers

Lahden Konservatorio Oy, FI

44,836.00

FI,EE,PT,PL,UK,CZ,ES

Glasgow Kelvin College

Music without Frontiers Project continues the best practices of the former, well established LLP – LdV Concert Circle Projects but is now extended with a Staff Mobility Activity. The name of the project refers not only to crossing international borders but also to experimenting and learning about different music genres, from classical music to pop-rock music and local and national specialities, even to music technology and composing.

Student Mobility Activity consists of three week study periods, that include personal tuition in one's own major subject (musical instrument), on-the-job-learning in orchestra, ensemble or band activities and one or more public performances, either as a member of the aforementioned formations and/or as a soloist. The students also have opportunities to experiment new music genres and instruments, depending on the specialities offered in each of the different host schools. Those students who choose to visit Glasgow Kelvin College will be offered, instead of personal instrumental lessons, tuition in music technology and marketing.

Staff Mobility Activity consist of one 7-day seminar (travel days included). The principals for this activity were mutually agreed upon in a network meeting in Madrid, in October 2013. The key issues for the week's program will include learning about curricula, teaching methodologies and evaluation criteria in the networking schools and their home countries. Learning about ECVET and how to apply it in our networking schools and mutual projects will be one of the major topics. Key note speakers will lead the participants to the different discussions. Each seminar guest will have an active role in the program, e.g. they can take turns as the key note speaker. Opportunities for job-shadowing and performing in a concert will be offered to all participants as well. The detailed program for this mobility activity will be drawn up in a network meeting to be held in Warsaw in October or November 2014. That is also the time to decide about the host institution.

As each networking school will send 1 to 2 staff members to this seminar, it is expected to have 10 – 18 participants. They can represent teaching and administration staff alike.

In Finland, MWF has a national network of three conservatories. Administered by Lahti Conservatory, the other two partners are Helsinki and Joensuu Conservatories. These three schools have in total some 190 students in vocational training and intend to send 30 students to Music without Frontiers exchange during the two year project term. We are applying to send 6 representatives to the seminar. Our partner schools locate in Spain, Scotland, Poland, Portugal, Estonia and the Czech Republic.

As the impacts of the project we wish to provide all participants personal growth in their professional skills and also as independent citizens to interact with people from other countries, whether within EU or outside its borders. For our organizations we expect to maintain our good relations and to further develop our international networking abilities. Thereto, as long term benefits, we wish to gain strong potential to further develop our teaching and evaluation methods. We sincerely hope that MWF Staff Seminar will facilitate the introduction of ECVET in all involved countries. More longterm benefits of Music without Frontiers Project will be discovered in the future when we can find an increasing number of foreign musicians playing or teaching in different institutions around Europe and welcoming visitors to their own institutions with warm hospitality.

2014-1-PL01-KA102-000639

Music without frontiers

Zespół Państwowych Szkół Muzycznych nr 4 im. Karola Szymanowskiego w Warszawie, PL

56,967.00

PL,UK,FI,ES,PT,EE

Glasgow Kelvin College

"Music without frontiers" is a project intended for vocational secondary music schools. It involves a 3-week vocational training course taken by students in several of the following educational institutions: Helsinki, Lahti, Joensuu, Madrid, Funchal, Glasgow, Prague and Warsaw. The students taking part in the project have reached an advanced level of instrument playing, which enables them to gain professional experience in chamber ensembles and orchestras. In addition, the students will master their skills in individual instrument lessons and get to know the culture of the host country. Each mobility will reach its culmination in the concert with European peers.

ZPSM no 4 in Warsaw is planning to send 5 groups of students with their guardians (30 mobilities altogether) to 5 selected European schools.

"Music without frontiers" is a project which aims to improve the quality of vocational music education. It allows raising the performance level of school concerts, which are an important element of artistic development and practical preparation for a future career as a professional musician. School concerts serve as useful training of practical skills involved in group music play. The work of a professional musician often requires cooperation with musicians of many nationalities under the supervision of conductors from various countries. It also involves constant travelling and adjusting to various conditions. Therefore, the training in a partner educational institution is the best preparation for future career as a professional musician.

Participation in a training course abroad will support the beneficiaries in their intention of continuing their education and may facilitate finding a job in the future. The main purpose of the project is improving the teaching methods used in vocational education for students of secondary music schools. The project also serves to introduce the European dimension to vocational music education.

2014-1-UK01-KA102-000108

Music Without Frontiers/Fashioning the Future

Glasgow Kelvin College, UK

92,520.00

UK,FI,EE,ES,CZ,PL,DE,LV

CONTEXT/BACKGROUND

This project is carefully planned mobility programme for 24 music students, 16 fashion students and 8 members of staff at Glasgow Kelvin College.

ACTIVITIES

Students will participate in a work placement abroad. The project will provide music students from the various colleges with an opportunity to work in partnership to learn skills in specific musical styles and organise and perform at concerts in the respective schools. This will assist students to develop a number of skills in relation to music, partnership working, team work and event management. The project will therefore provide valuable additional employability related skills gained in an international context.

The project will encourage fashion students to explore the cultural inspiration from the partner schools and use this as a source of design inspiration and development. It will culminate in the design, production and presentation of fashion goods at various fashion shows which will take place in each of the partner colleges. This is linked to industry practices where a design team is given a brief from a client to interpret.

Fashion staff will take part in a variety of teaching and learning related activities over a period of seven days to extend and develop their professional practice.

OBJECTIVES

Music student mobility

To develop professional abilities

To develop an understanding of other cultures and also the business and work environment in other countries.

To develop on the job learning opportunities, skills and experience

To develop professional competences in their chosen music subject area and learn new skills in relation to other musical styles.

Fashion student mobility

To develop cultural awareness by exploring the cultural influences of the partner city school.
 To develop a common design brief, interpret design ideas, develop patterns and produce garments and accessories.
 To develop new production and technical skills to create garments and accessories.
 To market the Fashion Show and exhibition using new technologies
 To explore new ways of marketing the project outcome
 To present the fashion goods at a fashion show

Fashion student mobility

To develop new vocational production and technical skills to address the technical challenges identified
 Develop innovative approaches to sustainability of resources within manufacturing
 Develop personal continuing professional development
 To learn how to use additional industry software packages
 To develop partnership working in an international setting

EXPECTED RESULTS

Expected outcomes are:

Students will be able gain vocationally based outcomes, develop social, employability and language skills.
 Staff members who have developed additional skills within their subject expertise
 Staff will develop new teaching methods developed as a result of “sharing of good practice”
 Development of partnership working in an international setting
 Improved understanding of educational systems and qualification frameworks within another European country.
 Positive exchange of information and work methods

POTENTIAL LONG TERM BENEFITS

The project will provide participants to gain experience in the music industry in a different cultural setting, with different cultural norms and procedures. Participants will be able to gain skills they can add to their CV and Europass and these will include language skills, personal development skills and personal promotion and networking skills. This will be of benefit to participants in their career in the music industry.

IMPACT

This project will provide a valuable work experience opportunity for participants to develop work related skills in an international environment.

Participants will have the opportunity to network with other participants in an international environment and will develop additional skills in IT development, for example, using the internet for marketing and dissemination. We will also be using Skype, Facetime, etc as a mechanism of communication between the participants and the college whilst they are on placement.

A key theme of this project is the utilisation of web based systems to market the project’s activities and disseminate information. This is relevant to the participants’ training and professional development as it will provide a learning opportunity to develop specific skills in addition to those gained as part of the HND course.

Participating in the project will give participants a unique insight into their own field from another perspective.

Participation in Erasmus+ projects raises the college profile. Also, students are extremely interested in taking part in the project and as a result this increases retention and motivation within the courses.

2014-1-DE02-KA102-000288

Tartangarde

Berufliche Schule - Direktorat 5, Nürnberg, DE

34,620.00

DE,CZ,UK,LV

Glasgow Kelvin College

The Tartangarde Project is a partnership between the clothing manufacturer Glenisla Kilts (John Culbert) and the following five colleges: Fashion Schools Nuremberg, Nuremberg/Germany; VOSON a SPSO, Prague/Czech Republic; The Liepāja Design and Art High School, Liepāja/Latvia; North West Regional College, London, Derry/UK and Glasgow Kelvin College, Glasgow/Scotland. The purpose of the internship is to provide students during their advanced vocational training with the skills necessary to work at international production sites within the textile industry in their later careers.

The students will create designs for both fashionable kilts and traditional evening wear with various accessories, such as bags, hats and cuffs, for men, women or children. In the first stage of the project, the students will be assigned to international teams of four members each. During each phase of their work, those teams will meet at one of the respective colleges of their team members. This will enable students to explore the cultural characteristics of their partner colleges and incorporate them along with their own Franconian background into especially avant-garde designs.

Working at Glenisla Kilts, they will acquire specific kilt producing techniques, combine their new impressions and ideas and apply these to the traditional garment kilt.

At the same time, the students will create a questionnaire for an interview with guests of the annual Burns Supper and Ceilidh in Nuremberg. In order to analyse their potential target group, the students will ask the visitors about the occasions on which they wear their traditional clothes.

Based on the results of those interviews, the project groups will start another work phase and design a second collection of traditional evening wear and kilts, this time especially geared to the target group. Both collections, the avant-garde line as well as the target group line will be presented at fashion shows, which will be choreographed and hosted by the students of the different colleges.

2015

2015-1-IE01-KA102-008582

European Focus on Up Skilling

Cavan and Monaghan Education and Training Board, IE

346,872.00

IE,FI,EE,UK,FR,SI,ES

New College Lanarkshire

This EU project offer full-time students in the FE/VET sector the opportunity to complete a certified mandatory part of thier course of study in another country through the completion of a recognised and EU validated (EUROPASS) placement with an employer who is acknowledged as an expert in their field. Placements are organised by education & training partners who have excellent quality assurance processes & access to innovative placements . All placements will be organised to meet the learning needs of the pparticipants & correspond to their course of study while adding additional employability options. Our proposal addresses the continuing – life long learning needs for additional and further training as proposed in Europe 2020, in that it intends to offer our participants opportunities to acquire additional skills and experiences in an international setting. Placements similar to these are not available to participants from a rural disadvantaged region in Ireland. The project targets areas of best practice in several vocational sectors. It is also our intention that the participants would develop additional or new language skills by participating in the project as well as enhancing their professional & communication skills.

Flows 1 & 9 Animal care & management students & science students will complete placements with the University of Life Sciences Estonia where they will work with academic & veterinary staff in state of the art laboratories & vet clinics observing clinical procedures & experiments.

Flows 2 & 10 Art, Craft & design & 3 D design students will work on projects from design to completion in the Tartu Print & Paper Museum. Their work will be displayed both in the host organisation & Cavan Institute exhibition.

Flows 3 & 11 to Scotland - Multimedia students will work in web design & marketing companies on social media & web campaigns. Hairdressing students will work in city-centre salons, acquiring skills in ethnic styling. Security students will work alongside licensed security operators at major venues & events.

Flows 4 & 12 Engineering & electronic participants will be placed in high-tech industries to observe the use of ICT in the management of facilities & design of products in France.

Flows 5 & 13 focus on up-skilling cookery student in international cuisine skills in French restaurants. Fashion students will focus on the demands of the French & international fashion industry through working on a project to design and manufacture an outfit. Their work will be displayed both in the host organisation & Cavan Institute exhibition.

Flows 6 & 14 in Finland will focus on work-based learning through placements for a variety of business students in businesses, developing ICT, administrative & service skills.

Flows 7 & 15 will be focus on business/administrative & service skills development by business & tourism students through working in the hospitality & event management industry in a region known for its developing tourism industry (Slovenia).

Flows 8 & 16 will focus on the development of specialised craft skills by furniture students who will work on the design & manufacture of bespoke furniture for high-end leisure craft, based in Plymouth. Engineering & ICT students will work with an innovative recycling initiative - recycling computers for re-use & updating software.

On the first day of each programme the participants will complete an induction programme partner organisations & employers attending language and cultural preparation classes. Each participant will be assessed on the skills acquired, language improvements and their general participation in the programme. In addition to their certification at the end of year, they will also receive a EUROPASS certification of participation.

As a result of participation in this project the aims, objectives and outcomes of providing our participants with a necessary means to actively participate in the European labour market will be met. Individual training needs and skills including enhancement of foreign language competency of the participants are seriously considered and evaluated. The participants will gain Life Long Learning and broaden their awareness and experience of other cultures and countries in an International setting.

2015-1-LI01-KA102-000031

Excursion weeks, Prague and Madrid

Kunstschule Liechtenstein, LI

152,217.00

LI,NL,UK,ES,CZ

Glasgow School of Art

The Kunstschule Liechtenstein is a public-legal foundation of the Government of Liechtenstein and to about 80% financed by the State. The Kunstschule Liechtenstein, or, "School of Art Liechtenstein" is in two activity pillars organized. 1. The "Vorkurs" is a pre-vocational and pre-university full-time education for participants after the secondary education. 2. The Bildungskurse, are parttime-courses for children, youngsters and adults .The application is for the Vorkurs. This course consists in a one year fulltime course an has about 24 participants in a range between 15 and 25 years from mainly Liechtenstein, Austria, Switzerland and some internationals. The planned activity has the goal, to provide for the students an

intercultural exchange. To get an insight in a partner institution with contact to students and a rich cultural experience by the offered exhibitions and other cultural activities in the cities of Prague, Madrid, Glasgow and Amsterdam. The students work during the experience at a "journalistic report". The result will be evaluated by the staff of the involved institutions. The long term impact is a established interchange between both institutions, consisting in mainly student and staff exchanges.

2015-1-IS01-KA102-013101

Introducing students and staff to innovation in materials and methods, and connecting them to the European education and employment system.

Myndlistaskolinn í Reykjavík, IS

86,753.00

IS,DE,UK

Heriot-Watt University

The project involves three diploma departments at the Reykjavík School of Visual Arts (RSVA); FORMING-Clay and Creative Composites, Drawing and Textile. Students in their second semester and 2 teachers from each department will take part in two weeks mobility activities. Fourteen students and 2 teachers from the Forming Department will visit the Weissensee Kunsthochschule Berlin (the department's partner in this project) and various porcelain manufacturing companies, workshops and research institutions as well as museums in Germany. One of the aims of this project is to give students the opportunity to learn more about materials, production processes and possibilities, educational routes and cultural emphasis in the study of ceramics. The students are in their second semester in which the curriculum focus is on materials. Sixteen students and 2 teachers from the Drawing Department will visit France and England. The trip begins with a visit to the International Comic Festival in Angoulême in France. The festival is the second largest comic festival in Europe and the third largest in the world. It has been held every January since 1974. The festival takes over the whole town and participants get the chance to see exhibitions, buy books and most importantly to see world famous professional illustrators at work. The festival is an inspiration to students and teachers alike. From Angoulême the students travel to Great Britain where they visit their partner school, the University of Cumbria. The aim of the visit is to get an insight into the structure of the Drawing department, the Games Design department and Illustration and Graphic Design. Students have the possibility to apply for the third and final year of a BA at the University after finishing their diploma courses. The aim of the visit is also to maintain a relationship between these schools. Visits will also be made to few other universities in England: Cambridge School of Art, Kingston University, The London College of Communication and the Glasgow School of Art.

Fourteen students and 2 teachers from the Textile Department will visit Europe. The aim of the trip is to expose the students to a varied view of textile production, research, study possibilities and various museums. To be able to get a complete picture, the students travel to three countries starting with Holland known for its very avant-garde designs and high-tech production. From there the students travel to Antwerp in Belgium where the focus is on fashion and clothes design. Finally the students travel to Great Britain where museums and textile producers are visited as well as the department's partner school, the Heriot-Watt University, The School of Textiles and Design.

The main goals of these study trips is to expose the students and their teachers to European educational and vocational possibilities. The trips open up new horizons for the participants. They learn about new educational possibilities and what they can apply for after they finish their diploma courses, discover new vocational routes and ways to set up small companies. The student gains contextual awareness through visits to cultural institutions and not least, interact with other students in Europe through visits to different schools. Another important part of the study trips is the connection that students and teachers make with other professionals working within their chosen areas of study. The project is in step with the aims of the Icelandic governments' aims to promote the possibility for those who haven't finished their studies (about 33% of people in work) of further study and realizing their dreams of bettering their position in the work force.

The project is also instrumental in revitalising and encouraging teachers to broaden their own horizons in teaching and as professionals in their different fields.

The three study trips will address the need to expand all students views and experiences by introducing them to the European education and employment system of further education and possible routes of study. It is expected that the trip will broaden their views on their potential options for work or further studies in their chosen fields as well as inspire them in their studies after their return to Iceland to finish their diploma courses. The three mobilities will take place during the spring term 2017 and are fully evaluated into the participating students' education in RSVA to the amount of 5-6 ETCS. All the participants will get Europass.

2015-1-FR01-KA102-014656

Mobilité de stages en Europe pour les Arts Graphiques

Lycée de la Communication St Géraud, FR

14,139.00

FR,FI,UK,ES,RO

Glasgow Kelvin College

The Lycée de la Communication St Géraud is a vocational and technical High School whose training mainly concern Design and Applied Arts, particularly Graphique Design. The objective of this 4th project of VET mobility, called "European Placement Mobility for Graphic Arts" (MobilArtGraph 2015-2017), is to organize placement periods for our students and periods of formation for our VET personnel. Since 2010, this will be our 6th mobility project after 3 Leonardo da Vinci and 2 Erasmus Charters in a Placement Consortium.

The nature of our formations involves a real commitment towards mobility, whether it be intellectual, geographical or cultural, the various origins of our students (coming from 50 French departments) being a vivid testimony of that state of mind.

This project will concern 12 students and 4 staff over a period going from June, 1, 2015 to May, 31, 2017. Our pupils follow Graphic Design, Decoration or Signage trainings (Bac Pro and Brevet des Métiers d'Arts - level IV, or CAP - level V). They will do 3-week to 6-week placement periods in companies or VET institutions.

The staff taking part to the project will either be teachers in professional, artistic or technological subjects in English, or personnel involved in the management of mobilities in order to improve good practices, benefitting from the experience of our partners.

Our objectives aim at improving the professional and personal skills of the participants, reinforcing the European dimension of the teaching and making our institution more attractive, making our school sustainably rooted in European mobility projects lying on faithful, varied and quality partners. They are from 5 different countries : Belgium, Finland, Romania, Spain and the United Kingdom.

Our High School has previously been impacted by our mobility projects, as for internal or external communication, or the creation of new formations : one European section in Bac Pro (including teaching professionals skills in English), and one BTS Fashion and Textile Design (Higher education - level III).

With this new project, we expect that dynamic image to grow and to allow us to offer more opportunities to more students who will register in our school, to enlarge our sustain our partnership, locally or at an international level.

2015-1-LV01-KA102-013299

Prakse, pieredze, pilnveide Eiropā

Riga Art and Media School, LV

84,227.00

LV,UK,FI,CZ,PT,HU

Armands Balams Joinery

The aim of Erasmus+ project "Training, Experience, Development in Europe" is acquiring new skills, proficiencies and competences, which would contribute to students' personal development, employment and competitiveness in the European labour market. The participants of the project will have an opportunity to acquire knowledge, get acquainted with new technologies and facilities in their profession, as well as to improve their foreign languages. The students will master their skills in both vocational schools and the internship places. Students' participation in such projects promotes popularity of vocational education and also increases students' motivation and interest in further professional development.

The aim of pedagogical staff Mobility is transfer of competences and innovative teaching methods. The main task for teachers involved in project is analysis of new educational programmes, which doesn't exist yet in Riga School of Arts and Crafts. These programmes we would like to involve in our educational programme in future. During mobility teachers have to gather information about successful cooperation between representatives of labour market and vocational Training centres.

In a framework of this project we'll plan to carry out 3 activities: 1. VET learners traineeships in vocational institutes abroad, 2. VET learners traineeships in companies abroad, 3. Staff training abroad. The project will carry out in five EU countries- Portugal, Finland, Czech Republic, Hungary and UK. The amount of participants: 10 people- Pedagogical Staff, 26 people- learners. Duration of training period for learners- 30 days, for staff- 5 days.

Two students and two teachers of Visual Design Department of Riga School of Arts and Crafts will go to Secondary School of Glassmaking Kamenicky Senov, Czech Republic, which is the oldest and one of the most experienced glassmaking schools in Europe. The students will have a chance to improve their knowledge and skills in glassmaking and lighting objects design. Four students and two teachers of Media Art Department will go to the Czech Film School FOFITV to acquire knowledges about Czech cinematography and photography traditions. Students will acquire video and sound processing, filming. Two students of Textile Design Department of Riga School of Arts and Crafts will have a chance to get a new experience in professional education in the Fashion School GUDI, Portugal. The project participants will improve their knowledge in various IT programs used for clothing design, and for developing original fabrics and patterns. The students will get acquainted with new techniques of needlework and fabric processing. In the project framework the students will have a chance to do internship in one of the textile enterprises or fashion design studios cooperating with School GUDI. Ikaalinen College of Crafts and Design will be the Training place for 6 learners and 2 teachers. They'll acquire technologies of Glassblowing, Textile design and pattern's making and Graphic design. Training period in Hungary will provide our partner organisation WEXEdU. They found really good training places for 6 our students in enterprises. 2 teachers will visit some Vocational schools in Budapest and training places in enterprises. 4 learners of Woodworks department will go to UK for the Training period in a company- Armands Balams Joinery to develop their professional skills in restoration and cabinet making and furniture decoration.

The project participants will acquire much knowledge, get familiar with innovative solutions and technological details, and get practical professional experience, which is different from the one offered by Riga School of Arts and Crafts. Therefore, the students will get comprehensive knowledge in their profession, and increase their competitiveness in the European labour market.

Teachers of Riga School of Arts and Crafts in a result of Mobility will get familiar with specific IT programs, will improve professional skills, knowledges of foreign languages and could involve innovative teaching methods in our school's educational programme. Positive experience of Mobilities will be used in a future collaboration.

2016

2016-1-LV01-KA102-022604

Izaugsme Eiropā mediju mākslā un dizainā

Riga Art and Media School, LV

120,759.00

LV,PT,UK,CZ,HU,ES,IT,FI

Armands Balams Joinery

The aim of Erasmus+ project "Development in Europe in Media Art and Design" is acquiring new skills, proficiencies and competences, which would contribute to students' personal development, and also increase their employment and competitiveness in the European labour market. The participants of the project will have an opportunity to acquire knowledge, get acquainted with new technologies and facilities in their profession, as

well as to improve their foreign language proficiency. The students will master their skills in both vocational schools and internship places. Students' participation in such projects promotes popularity of vocational education, and also increases students' motivation and interest in their further professional development. The aim of pedagogical staff Mobility is the transfer of competences and innovative teaching methods. The main task for teachers involved in the project is to research new educational programmes, which are not yet implemented in Riga Art and Media School, but which would have prospects in the local labour market. Also during mobility teachers have to gather information about successful cooperation between representatives of labour market and vocational Training centres, learn more about technical innovations used in other countries and consider the possibility of their adaption for Riga Art and Media School needs. Besides, teachers' mission includes establishing contacts with new international partners in the EU in both vocational schools and labour market. In the framework of this project, we plan to carry out three activities: 1. VET learners traineeships in vocational institutes abroad; 2. VET learners traineeships in companies abroad; 3. Staff training abroad. The project will be implemented in seven countries: Portugal, Finland, Czech Republic, Hungary, the United Kingdom, Spain and Italy. The participants include nine Riga Art and Media School staff members and thirty-four Riga Art and Media School students. The internship duration is thirty days, while pedagogical staff mobility is five days. The exception is the internship in the UK which is planned for sixty days, and the internship in Czech Republic which is fourteen days. Four students and one teacher of Media Art Department will learn more about Czech film and photo traditions in FOFITV school (Czech Republic). The students will learn various light, digital colours and sound techniques. In Portugal four students and one teacher of Textile Design Department will get new professional experience in GUDI school. The participants will learn how to use IT programs in clothing design, as well as in making original textiles and patterns. The partner organization "Tempo Libero" in Brescia, Italy will offer internships to six students and new professional experience to two teachers from three different departments. Six more students and two teachers of Graphic design, Visual design and Textile design will learn about education programmes and innovation in teaching methods in Ikaalinen Arts and Design College in Finland. In Hungary the partner organization WEXeDU will provide six students with work placements. WEB design students will be placed in advertising agency "Colour Plus", Woodwork design students will have their internship in the open air museum in Skanzen, and Textile design students will get a new professional experience in Jelky Andras vocational school and art studio "Atr6". The teacher will visit various vocational education institutions in Budapest and also will attend the students in their work placements. Four Riga Art and Media School students will get their internship in Armands Balams Joinery in the UK, where they will master their professional skills restoring objects of cultural and historical value and cabinet making. In Spain (Seville) six students of WEB design, Advertising design and Photo design departments will master their professional skills. The work placements available are "Cúbica Multimedia", "El Golpe cultural del entorno" and "Gigodugo". The internship and accommodation is provided by the partner organization STEP. The Riga Art and Media School teacher will attend the internship places, get acquainted with labour market trends and requirements to the corresponding trades in Spain, and also will visit vocational education institutions. In the partner organizations the project participants will acquire new knowledge, innovative solutions and practical experience in their professions. Thus, the participation in the project will boost students' skills and will make them more competitive in European labour market. Teachers will learn new special IT programs, increase their professional knowledge and improve their language skills. The new proficiencies and innovative methods will be adapted for Riga Art and Media School education programmes. The positive cooperation experience will be used for establishing new partnerships and developing new projects.

2016-1-FR01-KA102-023006

Mobilité Professionnelle pour les Arts Graphiques

Lycée de la Communication St Géraud, FR

41,368.00

FR,UK,ES,BE,RO,FI

Glasgow Kelvin College

The Lycée de la Communication St Géraud is a vocational and technical High School whose training mainly concern Design and Applied Arts, particularly Graphique Design. The objective of this 5th project of VET mobility, called "Vocational Mobility for Graphic Arts" (MobiArtGraph 2016-2018), is to organize placement periods for our students and periods of formation for our VET personnel. Since 2010, this will be our 7th mobility project after 3 Leonardo da Vinci, 1 Erasmus+ VET project and 2 Erasmus Charters in a Placement Consortium. The nature of our formations involves a real commitment towards mobility, whether it be intellectual, geographical or cultural, the various origins of our students (coming from 50 French departments) being a vivid testimony of that state of mind. This project will concern 27 students and 4 staff over a period going from June, 1, 2016 to May, 31, 2018. Our pupils follow Graphic Design, Decoration or Signage trainings (Bac Pro and Brevet des Métiers d'Arts - level IV). They will do 2-week to 6-week placement periods in companies or VET institutions. Amongst them, the group of students in European Section of the Bac Pro will take part in a professional project called "Gig Poster glaSGow" with students from the Music section of the Glasgow Kelvin College, which final outcome is a concert in Glasgow during which our students will perform live screenprinting. The staff taking part to the project will either be teachers in the European Section of the Bac Pro, or personnel who want to get involved in the management of mobilities in order to improve good practices, benefitting from the experience of our partners. Our objectives aim at improving the professional and personal skills of the participants, reinforcing the European dimension of the teaching and making our institution more attractive, making our school sustainably rooted in European mobility projects lying on faithful, varied and quality partners. They are from 5 different countries: Belgium, Finland, Romania, Spain and the United Kingdom. Our High School has previously been impacted by our mobility projects, as for internal or external communication, or the creation of new formations: one European section in Bac Pro (including teaching professionals skills in English), and one BTS Fashion and Textile Design (Higher education - level III). With this new project, we expect that dynamic image to grow and to allow us to offer more opportunities to more students who will register in our school, to enlarge our sustain our partnership, locally or at an international level.

2016-1-PL01-KA102-023445

Music without frontiers - 2

Zespół Państwowych Szkół Muzycznych nr 4 im. Karola Szymanowskiego w Warszawie, PL

72,695.00

PL,UK,EE,ES,FI,PT

Glasgow Kelvin College

"Music without frontiers 2" is a project intended for vocational secondary music schools. It involves a 3-week vocational training course taken by students in several of the following educational institutions: Helsinki, Lahti, Funchal, Glasgow, Toledo and Warsaw. The students taking part in the project have reached an advanced level of instrument playing, which enables them to gain professional experience in chamber ensembles and orchestras. In addition, the students will master their skills in individual instrument lessons and get to know the culture of the host country. Each mobility will reach its culmination in the concert with European peers. ZPSM no 4 in Warsaw is planning to send 6 groups of students with their

guardians (36 mobilities altogether) to 6 selected European schools. "Music without frontiers" is a project which aims to improve the quality of vocational music education. It allows raising the performance level of school concerts, which are an important element of artistic development and practical preparation for a future career as a professional musician. School concerts serve as useful training of practical skills involved in group music play. The work of a professional musician often requires cooperation with musicians of many nationalities under the supervision of conductors from various countries. It also involves constant travelling and adjusting to various conditions. Therefore, the training in a partner educational institution is the best preparation for future career as a professional musician. Participation in a training course abroad will support the beneficiaries in their intention of continuing their education and may facilitate finding a job in the future. The main purpose of the project is improving the teaching methods used in vocational education for students of secondary music schools. The project also serves to introduce the European dimension to vocational music.

2016-1-UK01-KA102-023533

Music Without Frontiers 2

Glasgow Kelvin College, UK

65,224.00

UK,PT,FI,PL,EE,ES

CONTEXT/BACKGROUND This project is a carefully planned mobility programme for 24 music students at Glasgow Kelvin College.
ACTIVITIES Students will participate in a work placement abroad. The project will provide music students from the various colleges with an opportunity to work in partnership to learn skills in specific musical styles and organise and perform at concerts in the respective schools. This will assist students to develop a number of skills in relation to music, partnership working, team work and event management. The project will therefore provide valuable additional employability related skills gained in an international context.
OBJECTIVES To develop professional abilities To develop an understanding of other cultures and also the business and work environment in other countries. To develop on the job learning opportunities, skills and experience To develop professional competences in their chosen music subject area and learn new skills in relation to other musical styles.
EXPECTED RESULTS Students will be able gain vocationally based outcomes, develop social, employability and language skills. Development of partnership working in an international setting Improved understanding of educational systems and qualification frameworks within another European country. Positive exchange of information and work methods
POTENTIAL LONG TERM BENEFITS The project will provide participants to gain experience in the music industry in a different cultural setting, with different cultural norms and procedures. Participants will be able to gain skills they can add to their CV and Europass and these will include language skills, personal development skills and personal promotion and networking skills. This will be of benefit to participants in their career in the music industry.
IMPACT This project will provide a valuable work experience opportunity for participants to develop work related skills in an international environment. Participants will have the opportunity to network with other participants in an international environment and will develop additional skills in IT development, for example, using the internet for marketing and dissemination. We will also be using Skype, Facetime, etc as a mechanism of communication between the participants and the college whilst they are on placement. A key theme of this project is the utilisation of web based systems to market the project's activities and disseminate information. This is relevant to the participants' training and professional development as it will provide a learning opportunity to develop specific skills in addition to those gained as part of the HND course. Participating in the project will give participants a unique insight into their own field from another perspective. Participation in Erasmus+ projects raises the college profile. Also, students are extremely interested in taking part in the project and as a result this increases retention and motivation within the courses.

2016-1-ES01-KA102-024364

Music without Frontiers 2

Conservatorio Profesional de Música Jacinto Guerrero de Toledo, ES

40,649.00

ES,PT,UK,PL,EE

Glasgow Kelvin College

"Music without Frontiers 2" is a project aimed at improving the quality of the education at professional music centers. It develops in a 3-weeks period vocational training at educational institutions in the cities of Warsaw (Poland), Glasgow (UK), Funchal (Portugal) and Tallinn (Estonia), with the active participation of students and teachers from Toledo Conservatory of Music "Jacinto Guerrero". Participating students will acquire skills that will directly have an impact on their future careers by practicing as soloists, in chamber groups and orchestras, as well as knowledge of the culture of the host country, culminating each mobility with concerts with its European peers. By observing the methodologies and organizational strategies at the host centers, teachers will bring new didactical, musical techniques and competences to institutions, where they could be applied. Toledo Conservatory of Music "Jacinto Guerrero" plans to send a group of 5 students and 2 teachers, one as accompanying person and the other doing a "job-shadowing" one of these 3 weeks, to every host organization, totaling 28 mobilities. Participation in a training period at host centers support beneficiary students in their intention to continue their future musical education and help finding a job as a professional musician, by acquiring new technical and performing skills, as well as the introduction of the European dimension of professional music. It will also be very positive for the teachers, extending its lifelong learning, directly influencing the improvement of pedagogical practice by incorporating new methodological and didactic concepts, having a direct effect on the entire educational community. The development of all activities contribute to the achievement of the main objective of this project: to improve the quality of the professional musical education.

2016-1-FI01-KA102-022354

Music without Frontiers 2

Lahden Konservatorio Oy, FI

51,141.00

FI,PL,UK,EE,PT

Glasgow Kelvin College

Music without Frontiers 2 Project continues the best practices of the former, well established LLP – LdV Concert Circle and MWF Projects. The name of the project refers not only to crossing international borders but also to experimenting and learning about different music genres, from classical music to pop-rock music and local and national specialities, even to music technology and composing, not to mention music production and business. Student Mobility Activity consists of three week study periods, that include personal tuition in one's own major subject (musical instrument), on-the-job-learning in orchestra, ensemble or band activities and one or more public performances, either as a member of the

aforementioned formations and/or as a soloist. The students also have opportunities to experiment new music genres and instruments, depending on the specialities offered in each of the different host schools. Those students who choose to visit Glasgow Kelvin College will be offered, instead of personal instrumental lessons, tuition in music technology and marketing. In Finland, MWF 2 has a national network of three conservatories. Administered by Lahti Conservatory, the other two partners are the Conservatories in Helsinki and Joensuu. These three schools have in total some 190 students in vocational training and intend to send 30 students to Music without Frontiers exchange during the two year project term. Our partner schools locate in Scotland, Poland, Portugal, and Estonia. We also intend to send accompanying persons with some student groups to facilitate their first steps at the host school. Additionally, the accompanying staff members' visits will strengthen our partnerships with the foreign partner schools and build up mutual trust for example of the practices and evaluation of eventual vocational skills demonstrations. As the impacts of the project we wish to provide all participants personal growth in their professional skills and also as independent citizens to interact with people from other countries, whether within EU or outside its borders. For our organizations we expect to maintain our good relations and to further develop our international networking abilities. Thereto, as long term benefits, we wish to gain strong potential to further develop our teaching and evaluation methods. More longterm benefits of Music without Frontiers 2 Project will be discovered in the future when we can find an increasing number of foreign musicians playing or teaching in different institutions around Europe and welcoming visitors to their own institutions with warm hospitality.

2016-1-PT01-KA102-022503

UNITED BY ARTS

Conservatório - Escola Profissional das Artes da Madeira - Eng.º Luiz Peter Clode, PT

153,432.00

PT,FI,EE,CZ,UK,ES,PL

Glasgow Kelvin College

The Conservatory - Professional School of Arts Madeira, Eng.º Luiz Peter Clode (CEPAM), is a public institution and the only organization accredited to teach professional courses in performing, theater and contemporary dance in the Autonomous Region of Madeira (Portugal). It is housed in an outermost island, characterized essentially by the remoteness from the European continent, which has a close neighborhood exclusively consisted of non-member countries of the EU; which, among other features, significantly limits the development of the teaching- learning process of their students due to the multiplicity of experiences. As a consequence of this fact, multiculturalism turns out to be scarce. It is in this context that the project "United by Arts" comes up directed at students of professional courses in instruments, theater and contemporary dance. It's a project that is focused in the development of professional learning through the promotion of mobility among students of different schools in order to enable international and multicultural levels of experience by providing performance experience in different contexts and confronting the curriculum and the syllabus of different countries. Providing students a training / internship period in another country will allow the acquisition of new knowledge and experience, "sine qua non" for their training, since experiencing other professional experiences, contacting with other professionals and with other public, with different degrees of requirements, trying new methodologies and techniques, and acquiring new methods of primary analysis and interpretation of knowledge and the development of professional skills and performance, are essential to their training curriculum in the areas of classical music, theater and dance which goal is for students to continue their studies and enter the labor market. This project includes a total of 63 trainees, aged between 16 and 25 years old in the fields of music, theater and contemporary dance in professional education (professional qualification level IV), who are attending the 3rd and 2nd years, of which 33 are young people from families with few financial resources, 3 are with special educational needs; 6 were born in foreign countries; and as gender equality, CEPAM has guaranteed this premise. Mobility will last three weeks. For this purpose, the methodologies will be applied in three phases: 1st Phase - Before the onset of mobility: CEPAM will provide a list with the identification and the degree of knowledge of each trainee to the host entity; the host entity shall prepare and send (in advance) the Training Plan for three weeks, as well as the subjects to be studied during the period of mobility. Regarding the dance and theater students, they should participate in the creative process of a show, demonstrating the mastery of technical and interpretative skills. 2nd Phase - during the period of mobility CEPAM will execute the training plan; organize music, theater and dance performances opened to the general public; provide the respective records (Room programs, photographic records, and / or the respective recordings on DVD or audio); organize the program of social-cultural activities (language teaching, study visits, etc.); fill in the above mentioned documentation (for VET Mobility Agreement; Agreement for ECVET Mobility, Quality Commitment; Description of Skills and Competences acquired during the Europass Mobility Experience, Training Report: Attendance Registration: Attendance Certificate Erasmus +); and organize social integration with local students. 3rd Phase - After the mobility period: CEPAM shall validate the ratings assigned to learners through tests and interviews; and apply a survey of students about their appreciation of the training period / internship and on their learning (methods and techniques used throughout the training / internship). At the end the results will be announced for the whole school community and the new tools will be reflected on the improvement actions of the teaching / learning strategies. In general terms, CEPAM predicts that this mobility experience will contribute to the formation of active citizens, critical, outspoken, supportive and responsible and thereby seeking the achievement of the priorities defined in the educational project; and hence the level of educational attainment and further education. And also actively contribute to enhance the image of vocational training, consolidating the growing and necessary equality between, on the one hand, general education and vocational training and, on the other hand, learning and professional expertise.

Youth mobility

2014

2014-2-PL01-KA105-003184

"MUSIC +" - Edukacja muzyczna i taneczna filarem rozwoju każdego człowieka.

Młodzieżowy Dom Kultury "Dom Harcerza", PL

9,555.00

PL,IT,UK,FR

Community Learning and Development Service, Education Services, Falkirk Council

Seminar "MUSIC +" - music and dance education - pillar of the development of every human being,

The seminar will be held from October 21 to 26, 2014 in Krakow

The aim of the seminar is to:

- recognize the structures of formal and non formal music education in European countries,
- increase knowledge about the methods of teaching ,
- realize the need of optimizing the functioning of the various forms of artistic education and dialogue between teachers and youth workers involved in music education
- development of intercultural education
- development of creativity and entrepreneurship

The seminar will be attended by 20 participants - youth leaders and teachers interested in education of music from four countries : Poland , Italy, Scotland and France.

The seminar will contain:

- Intercultural workshop: presentation of the organization and intercultural evening ,
- Study visit in the city's musical education institutions
- Plenary session in the City Hall of Krakow " The needs of music education in European countries ."
- Workshop co-managed by the participants :

- 1) Building capacity for learning " body + mind + emotions"
- 2) Musical education both formal and informal - working methods
- 3) Dance as a form of expression
- 4) Music and movement for therapeutic treatment
- 5) Music activity of children and adolescents.

During the workshop, we will mainly use activating methods such as brainstorming, discussion , problem method and the method of valorisation : learning by experiencing and practical methods - learning by doing .

We expect that participants will inherit the knowledge of the methods and forms of education of music , learn musical structure formal and informal education , and will be able to compare them and will establish dialogue and cooperation with teachers from partner organizations , develop their creativity and entrepreneurship. As we anticipate the long-term benefit primarily further cooperation , promotion of artistic education , promote art and culture.

2014-1-DE04-KA105-000084

"Young in Europe- Today and Tomorrow"

Kreisausschuss des Odenwaldkreises, DE

15,860.00

DE,SE,UK,IT

Community Learning and Development Service, Education Services, Falkirk Council

The Spinach for Popeye exchange programme has been existing for more than 15 years now. Apart from an exchange of professionals, it includes an annual youth meeting for especially socially disadvantaged young persons with an increased need of support. Each year one country is host of a youth exchange taking place for eight days.

Venue: Odenwaldkreis, youth hostel Castle Breuberg, 8 days, from 02/09/2014 – 09/09/2014

Topic of the youth meeting in 2014: "Young in Europe – Today and Tomorrow"

Aims: In terms of the planning of the content and the structure, all partners participate with equal rights. In 2014, the youth exchange will take place in the Odenwaldkreis. The Topic "Youth in Europe – Today and Tomorrow" refers to transitions. The young persons have the opportunity to have a look at their lives in the present and at future prospects in their region and/or in Europe. During this week a variety of creative and physical activities is provided, in which the young people can experience new competences and common activities as well as in which common wishes and feelings can be contributed.

The youth exchange is an excellent example of a long-term, trustful and well-working European cooperation with the aim to support young persons in the development of their personality in such a way that they make full use of their own potential and that they learn to build up self-confidence and motivation. It is accompanied and guided by educationalists who make it possible to experience intercultural learning and a European awareness by means of non-formal methods. Thus, apart from the increase of individual competences and the outlines of the young persons' lives, the chance of taking responsibility for a common and peaceful working and living together is promoted.

At the end of the week of the youth exchange, all young persons or groups choose the appropriate methods for them to present their experience gained during this week.

For the preparation and the carrying out a preparatory visit of the persons who look after the young persons it is required to coordinate the content of the week. The persons who look after the young persons work on the project with equal rights.

Participants: Young persons with an increased demand of support between the ages of 15 to 18 years with or without a migration background from four European regions (Sweden/ Gothenburg, Italy/Nuoro, Scotland/Falkirk, Germany/Odenwaldkreis).

Number of participants: Per region, eight young persons (4 males, 4 females) and two persons (male/female) per country who look after the young persons.

Activities: Various workshops and excursions for the development of personal, intercultural and European competences.

Methods: All methods are based on non-formal learning and support intercultural learning and European awareness.

Activities for: team building, team work, presentations, exchange, discussion groups, national and international teams, cultural exchange/awareness, excursions, non-formal setting, brainstorming, evaluation exercises, feedback, quality management

Creative designing with wood (totem pole, making masks), Acrobatics, circus, theatre, music and drums alive

Excursions: climbing in a high rope course, geocaching, hiking to castles, experiencing history

Going to the Michaelis mass in Miltenberg

2014-1-BE05-KA105-000019

Circus pedagogy as a tool for community building

Circusplaneet vzw, BE

14,850.00

BE,UK,IT

Xchange Scotland

Circusplaneet is a community circus space where people work together in a creative and cooperative atmosphere.

We believe that hosting EVS volunteers greatly adds to the fulfillment of Circusplaneet's mission: developing and spreading circus as an art form, offering young people a chance to develop both physically and mentally, and actively promoting positive projects that are beneficial for the world in which we live.

We also want to create a network with other youth circuses in Europe. European volunteers are a stepstone in this process. Within this European framework, we plan to explore and expand our knowledge of how circus can be used as a tool for community building. The volunteers will be involved in this exploration and will be able to contribute to the research and to the practical realization of this network-project.

This project offers 2 volunteers the chance to learn in a non-formal learning environment how to become circus teachers, use circus as a pedagogical, social and creative tool and discover how circus can be used to create a more open and positive society.

We selected 2 candidates for this project and strongly believe that both Laura and Sean will benefit from joining our team.

Laura Harrison is 20 years old and lives in Glasgow. She has experience in dance, various circus techniques and has already been working with young people from diverse backgrounds and with varying mental and physical abilities. She wants to work on various learning outcomes: learn Dutch, develop teaching skills, improve her personal circus skills, learn how circus has an impact in social inclusion and explore how movement and dance can be incorporated into contemporary circus.

Sean Smyth is a 24 year old Irish young man now living in Glasgow. He is currently working with a circus company called Bright Night International as part of the Commonwealth Youth Circus and is particularly interested in social circus (circus trainings and activities with children who have fewer possibilities) as he would like to become a youth worker.

During his stay with Circusplaneet, he will work on learning Dutch, becoming a better performer, and develop Clowning and other circus teaching skills, particularly in a social circus environment. He wants to use Clowning for workshops but also as a tool for enhancing social cohesion in high tension environments.

The 2 EVS volunteers will join the Circusplaneet team for 11 months, from October 2014 until the end of August 2015. This way, they will get the chance to experience a complete circus year and all the activities that are organized during that period. The duration of the exchange is also necessary to give the volunteers the chance to become acquainted with the organization, learn the language, become a trainer, learn to work within a small team, organize events and performances and get involved in different social circus projects.

At the beginning of the project, a personal learning agreement and action plan will be drawn up to make sure all the parties involved know what the project is about. The participants will be individually supported during their stay by a staff member and a mentor. The progress of the project and the individual learning pathways will regularly be monitored and evaluated. At the end of the project, the volunteers will be assisted in (self)assessing their learning outcomes and completing their Youth pass.

We expect this project will have its impact on the EVS volunteers, on Circusplaneet as an organisation and on the participants of courses and social circus projects. The exchange will also increase the knowledge Circusplaneet has about how circus can be used as a tool for community building and will thus enrich the international network of youth circuses we want to build.

2014-2-UK01-KA105-001541

Conserving Scottish Wildlife

Scottish Wildlife Trust, UK

44,982.66

UK,FR,ES,BE,SI,DE

The Scottish Wildlife Trust owns or manages over 120 nature reserves in Scotland. These reserves are managed by a network of 8 regionally based Reserve Project Officers who undertake all practical conservation work on these sites, keep them well managed and are great places for wildlife.

Our project will aim to place 5 volunteers with 2 of these Reserve Project Officers, 3 covering South West Scotland and 2 covering North East Scotland. We will offer volunteers the chance to undertake a range of practical tasks as part of a small team such as repairing fences, building footpaths, removing non native invasive species and planting trees which will help protect and enhance our nature reserves, many of which are

homes to protected species. We offer a constant variety of tasks and sites on which to work and volunteers will get a chance to see a great deal of the countryside in their area and a variety of habitats. We offer a friendly and relaxed working environment, ideal for the learning and consolidation of new skills.

4 out of our 5 participants are university educated with relevant degrees and are looking to build on their academic background by boosting their level of skills in reserve management, species identification and learning about different habitats. Much of their learning will be informal and the Reserve Project Officers will be able to teach them a great deal about their local nature reserves and the management thereof. They come from 5 different European countries and we would aim to place a mixture of genders at each location. The 5th volunteer is younger and is looking for experience prior to going to university next summer.

One of our volunteers has a disability.

We provide all day to day supervision, including health and safety instruction, all tools and equipment, including safety equipment. We provide transport from the central meeting point to the worksite and back. Volunteers will volunteer with us for 30 hours a week, normally over a full 4 day period and a Friday morning.

We will work with our partner organisations to make all necessary pre arrival arrangements and will work with X-Change Scotland who will provide on arrival training and mentoring of volunteers.

We will draw up a learning agreement with each volunteer at the start of the project and use that to gauge the results. Volunteers will have a positive impact on the local environment as our nature reserves will benefit from the input of several new volunteers over a period of up to 12 months. As volunteers become more experienced and confident in their skills their input will become more valuable to us. Of equal value is the impact our placement would have on volunteers in the future; they will take away their experience of Scotland, its landscape and countryside, the satisfaction of having helped its future protection, knowledge and insights into the countryside and put this into their new lives and careers back in their home country. They will be richer for it and if they can bring a lasting environmental slant to their future work, whatever it may be, then our project will have been an extra success.

2014-3-BE05-KA105-000729

Dance education revisited

Mooss, BE
11,117.26
BE,UK,TR,AT,FI
IMAGINATE

In February 2015, Mooss wants to set up an international six day conference to very intensively exchange knowledge and experience about the challenges of dance education, the competences of dance-educational staff and the high quality methodologies of dance education for children and young people. Six foreign partner organizations are invited to the conference.

The conference('s content) is built on two pillars.

For the first pillar, the exchange of experience(s) and knowledge is the central aim.

Through a style of open questioning and through several reflection sessions, experiences from the participants' specific background will be touched upon and compared.

The second pillar is the training itself. Actively experiencing and learning about aspects of dance education is predominant.

The coordinating organization (Mooss) and the partner organizations (gravityhappens (Austria), Elim Sende Association (Turkey), Zodiak (Finland), Imagine (Scotland) and Passerelle (Belgium) and Luovaamo Osk (Finland)) already developed each for themselves a unique dance-educational and youth work trajectory. Within their own organization. On a daily basis, they educate children and young people concerning dance, within a fascinating view on youth work. For this conference, they will extensively draw on their own networks. They will think through a future dance-educational policy and practice, each from the viewpoint of their own artistic individuality and practice. They engage themselves thoroughly in the search for innovative methodologies for dance education. Every organization delegates 2 to 3 participants, aiming at a good balance between policy staff, artistic staff, (ped)agogical staff and researchers.

Several thinking sessions will be organized on the core topics (dance education, competences, methodologies). They will be supplemented with workshops, organized by Mooss and by other organizations, and with visits to art- and dance-educational organizations and performances in Belgium. We join forces for this project with Krokusfestival 2015. Krokusfestival offers international performances, workshops, challenging 'out of category'-activities and (interactive) installations. www.krokusfestival.be

This conference is to be a starting point for organizing a 'summer school' later on, where all experience and knowledge is transferred to practice. In this summer school, children and young people from several countries will be challenged to get to work with dance education. The content and format of this summer school will be discussed at the conference.

The findings of the conference will be communicated and publicized by several partners in Belgium (Vlaams Theaterinstituut; steunpunt voor podiumkunsten, Vitamine C, Magda, Krokusfestival, Ambrassade...). But the main thing is: each partner organization is actively responsible for communicating internationally about this project, via various communication media (the internet, social media, mailings, direct communication...).

Through this conference, we want to build a sustainable network about dance education for children and young people; to activate a common vocabulary and to develop a or more qualitative methodologies specific to dance education. Through the summer school, various international partners are enticed to get to work at children's and youth's level with dance education – and several follow-up trajectories will be perpetuated.

2014-2-SI02-KA105-000207

Empty spaces of ...

Mladinski center Zagorje ob Savi, SI

14,650.00

SI,DE,PT,UK,PL

Create Paisley SCIO

The project was designed due to growing social problems in post-industrial region of Zasavje of which youth unemployment is one of the most concerning. Training course for youth workers and leaders aims at contributing to skills of youth workers for guidance, understanding and encouraging creative potential of youth that can be developed into entrepreneurship. The objectives of the project tend to develop competences of youth leaders to motivate youth, encourage active civic participation, entrepreneurship, understanding of creative industries and their connection to labour market, developing digital skills and understanding the role of ICT technologies in modern world, creating new media content, practical learning in the area of audio-visual art and photography, researching possibilities for personal, collective and professional sustainable development, developing skills in communicating in foreign language, international networking, exchange of good practise and developing responsibility towards local community. Final measurable aim of activities is the exhibition of the results of creative workshops, photographic and audiovisual documentation of empty industrial spaces in Zasavje and the process of the activity itself. 5 European organizations from Portugal, Great Britain, Germany and Poland that work in the field of creativity, non-formal education and youth work will participate in the training course and will send 18 individual participants all together. Additional 15 participants will join from local community as mentors or youth workers. The profile of participants includes youth workers that work with youth with less opportunities (low economic standard, unemployment). Participants included are themselves active creators in different fields and are prone to share their skills and knowledges. Activities of the training course will be divided in theoretical and practical workshops. The latter includes practical workshops in the area of film making, multimedia production, creative writing, photography and street art. Participants will be encouraged to operate with the theme of postindustrial regions, unemployment and positive output to community. All results will be introduced to local community in the final event that will be also used for dissemination of project results. Methodology consists of the principles of informal education, which is learning to learn and practical learning. Participants will be encouraged to active contribute to the content of the training course. Expected results are professional development of youth workers and transfer of knowledge in their local communities, development of local communities and a surplus value to functioning of the participant.

2014-2-UK01-KA105-001551

EnAct - Empowerment through Nature, Authentic Communication & Theatre**Children and Youth in Community, UK**

25,808.12

UK,HU,CZ,TR,DE,IT,PT,IE

“EnACT - Empowerment through Nature, Authentic Communication & Theatre” training course aims to develop the competences of youth workers to engage and empower young people to become responsible citizens through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation in their lives, work and communities. There is a huge need for young people to be more empowered to realise their dreams, to turn their ideas into actions and to play an active part in the life of their communities and societies. Youth workers, volunteers and trainers need more creative and innovative methods and effective techniques to engage young people more actively. With our training course we seek to address the need of empowering youth through engaging and effective non-formal and informal learning methods. We are ready to introduce different methods to address these issues such as communication development, conflict resolution and effective teamwork. During our training course we are going to use and introduce non-formal and informal educational tools with a special attention to outdoor training elements and theatrical methods.

With this training course we seek to improve the level of key competences and skills of youth workers, such as sense of initiative and entrepreneurship and multilingualism, in order to improve the quality of their work and the activities they organise, and to reach further into the European dimension of youth work.

At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people and will be better equipped to provide a higher quality of youth work delivery due to their experience and use of different innovative & effective methods.

The Training course will be based on an interactive and participative approach. The processes of learning from each other and learning by doing will be crucial. The training course will stimulate creativity, communication and active participation.

The venue place of the project is Forres, Moray, Scotland. It is an 8 day training course with 24 participants and 4 trainers/facilitators/experts/logistic assistants from the following countries: Hungary, Spain, United Kingdom, Turkey, Ireland, Czech Republic, Germany and Portugal. During the training methods of non-formal and informal education will be used, such as individual, pair and group work, creative workshops, theatre methods, simulation and situation games, problem solving and debate exercises, presentations and discussions, indoor and outdoor elements.

2014-1-AT02-KA105-000011

EVS in Styria

LOGO jugendmanagement gmbh, AT

29,815.42

AT,BE,UK,RO,SI

Xchange Scotland

„Schule im Pfeifferhof – Knallerbse“ is a non-profit alternative school initiated by parents for their children. The school works according to reform-pedagogical principles (Montessori, Piaget), that means that the work is oriented at the needs and wishes of children. The learning methods are based on “practical” work and on projects. One of the principles of the school is “learning by doing”. The school tries hard to prepare a surrounding for the children which enables them to make their own experiences, where they can do both, acquire cultural techniques and develop social

competences. Usually the children stay for nine years until they have finished their compulsory education. The school has hosted EVS volunteers from different countries for more than 5 years. The exchange between the EVS volunteer the pupils and the teachers is considered very useful for the school. The Slovenian volunteer will be hosted from October 2014 until the end of June 2015.

HALTEGRIFF is an Institution specialized in Youth Welfare and is part of the Beruflichen- Bildungs- und Rehabilitationszentrums (BBRZ) in Kapfenberg. HALTEGRIFF offers living and work training for young people with NEET-status (Not in Education, Employment or Training) aged 16 to 21, who for various reasons can't live at home. The institution aims at encouraging the young people regarding a long-term professional and personal independence. Emphasis is put on knowledge transfer concerning skills and competencies that help stabilizing the young persons and thus, preparing them for a long-term integration into the labour market. Haltegriff provides job training/ coaching and living facilities for 16 young people. The volunteer supports the team of HALTEGRIFF in the living facility and in the job training. The hosting of an EVS volunteer in HALTEGRIFF aims among others to broaden the intercultural understanding of all persons involved. Furthermore it is a possibility for the target group of HALTEGRIFF to get to know another country and to increase their European awareness. A volunteer from Belgium will be hosted from July 2014 until the end of April 2015.

< rotor > is an association for contemporary art based in Graz and was founded in 1999. Most of the association's activities take place in Graz but it participates in, organises or co-organises projects in Styria, Austria and many other European countries. There is also a particularly strong linkage to the Southeast European area. Contemporary visual art is always the starting point for their programmes, with an emphasis on art production that deals with social, political, economical and ecological issues of our time. A strong focus is put on public spaces as a space where < rotor > can make art happen and actively encourages people to shape their surroundings. < rotor > has continuously been hosting EVS volunteers since 2008, always for a period of 12 months. It has been an enriching experience for the whole team to work with new people from foreign countries. They have supported < rotor > not only through their assistance, but also by bringing in new ideas and impulses to our activities. From September 2014 < rotor > will host a volunteer from Rumania and a volunteer from the United Kingdom.

2014-1-FR02-KA105-000300

Follow the trails

Concordia Picardie, FR

18,800.00

FR,BE,DE,UK,IT

Xchange Scotland

Context

Under the Erasmus + program, the regional office Concordia Picardie NPDC, with its numerous experiences, leads a Youth exchange which deals with the First World War.

To engage young Europeans in the commemoration of the Great War enables the young people to strengthen the values on which Europe was founded: peace and reconciliation between peoples.

Moreover, the Picardie and more specifically the department of the Somme is devastated and ravaged during this period. The project will take place in the East of the department, at the edge of the former front line of 1914.

b. Objectives and content of the project

The objective of the project is to commemorate the Centenary of the First World War, by gathering volunteers from 4 different countries. The presence of different nationalities on a common project foregrounds the European citizenship and encourages exchange, interculturality and openness.

Those volunteers will achieve a gesture of memory around Blaise Cendrars, volunteer in the french foreign army Army during the Great War and a renowned poet. Participants will communicate a message of peace and sharing through various activities.

This project will be conducted in an environmentally friendly way. The Participants will follow the trails of Blaise Cendrars by bike; by this manner they will meet the population of the cities and villages they cross. The local population will join the volunteers in the activities they organize.

This project is meant to be visible. Posters will be created by the volunteers in order to make the project acquainted by the inhabitants of the villages. During the project, various consciousness-raising campaigns will be organized, especially concerning history and environment.

All their activities will be linked with the compilation of a support (format to specify during the APV and with the volunteers) which will report their adventures and their feelings.

The main activities that lead volunteers will be the following :

- Creating visibility, promoting the project itself. (participation in the intervention of a professional graphist, illustrator, colorist, designer, photographer. The choice of abstarctor will be negotiated and set by the leaders during the APV)
- The creation of a report in the form of testimonies and documentaries over the period 1914-1918/ international mobility/ raising awareness of contemporary environmental issues / testimony about their experiences.

It will have the effect to be a pedagogical support in schools and will also be able to serve for the presentation of Erasmus's+ non-formal program.

- The Intervention to raise different audiences awareness (primary schools, MARPA (Rural Home for the Elderly), foyer de vie, MFR, local people at the closing) of the duty of memory / ecological footprint of each/ intercultural exchange / understanding and tolerance of others.

The participants will be accompanied by the leaders during the activities, tasks to be fulfilled, intercultural discoveries, exchange of opinions, linguistic exchange.

The leaders will set up formal and non-formal animation tools, they will create them during the APV (Advanced Planning Visit)

c. Important details

Required skills: the volunteer is able to ride a bicycle and has no particular

dread to move with it. It also involves people with disabilities, we are going to study solutions which are the most suitable for them with a partner who rents the bike park, as well as with relevant specialized structures.

Number of participants: 32

Age: from 17 to 30 years old

Planning period: 20 days (from the 1st to the 22nd September 2014)

Legislation: The volunteer must sign a charter agreeing that he/she may appear in the report they will create.

014-3-IT03-KA105-004429

Get Storied - STORYtelling & EDucation

Cooperativa Sociale Muovimente, IT

17,862.00

IT,PL,BE,EL,RO,UK,PT,IE,HU,CZ,ES

Children and Youth in Community

"Get Storied – STORYtelling & Education" is a Mobility of Youth Workers activity promoted by the Italian organisation Cooperativa Sociale Muovimente. The course wants to make trainers, facilitators and youth workers aware of the many and various uses of the non formal educational method of Storytelling and show them how it can be used to work with young people, helping them to develop a big number of important abilities and competences in the professional and personal sphere. The objectives of the course are:

- To discover and understand the employability competences that are developed through storytelling;
- To explore the concept of "transformational storytelling", how to use storytelling as tool for innovation to change and self-development;
- To create an intercultural network of youth workers and organizations that use the method of storytelling in developing employability skills;

The project will take place in Sermugnano, in the area of Viterbo, Italy, from the 23rd to the 30th of April 2015. It will involve 22 participants and 4 staff members from 11 different European countries (Italy, Belgium, Czech Republic, Romania, Poland, Spain, Hungary, Ireland, Greece, UK and Portugal).

2014-3-SI02-KA105-000794

LegiLAB Sessions

Zavod za podpora civilnodruzbenih iniciativ in multikulturno sodelovanje Pekarna Magdalenske mreze Maribor, SI

3,370.00

SI,IT,PL,UK

Active Inquiry Community Interest Company

LegiLAB Sessions is a contact-making event that will take place from February 26th to March 1st in Maribor. Participating in the project are 9 youth workers from four partner organisations from Slovenia, Italy, Poland and Great Britain (Scotland). All of these organisations use the methods of theatre of the oppressed and/or legislative theatre in their work with youth. The main topic to be considered at the four-day event is the approach to youth work known as legislative theatre. This represents the democratic process through the application of all the techniques of theatre of the oppressed, combined with the conventional rituals of parliamentary assembly, with the aim of transforming the citizens' wishes into laws. The suggestions and endeavours resulting from the creative process are in the follow-up put forward to be confirmed by legislators. Since legislative theatre is quite a rare approach in youth work and used in different ways in different countries, it is thus even more necessary to exchange experience, knowledge and case studies of good practice. The aim of the LegiLAB Sessions project is to establish connections between different organisations which are already using legislative theatre, the knowledge of legal systems of other countries and the possibilities of applying legislative theatre as a form of youth work, as well as to exchange basic knowledge and experience which can help each of the organisations in their future work. We also intend to prepare a training programme, which we will organise together in the fall of 2015. The long-term goals of the project are to prolong international cooperation among participating partners in future projects aiming to develop legislative theatre as a form of youth work; to positively influence the area of active citizenship; and to explore new possibilities of increasing the participation of youth in decision-making processes in society at the local, state and international levels and to promote better understanding of the social, cultural and legal diversity of the participants in order to build a common European identity.

2014-2-IT03-KA105-001203

LIFE SOUND

Gruppo Pax, IT

14,454.00

IT,RO,BG,UK,PT,EL,TR,ES

Crookston Community Group

Life Sound was a training course on the music used as tool and method in the field of non formal education, capable of producing physical, mental, social and emotional well – being. In fact through exercises and activities with music you can develop transversal skills concerning relationship, empathy, free expression, active listening, waiting, empowerment. In particular, with this training course we wanted to understand like some musical activity can be used to achieve some youth exchange topic moments such as team building, intercultural learning, energizer and creative and participatory workshop. Music group activity includes also a work on the imagination, collaboration among participants. They can stimulate to work with fantasy with other people, and help us to work with fantasy, to discover new way to express ourselves in an oppressive environment: in fact music is a great tool and method used to work in the field with disadvantaged people. The learning process was based on the experience,

because it was carried out through an active and interactive musical experience. Other participatory methods that were used are discussions with trainer's feedback, team building, intercultural learning, team work and a hands on experience of working with disadvantaged young people.

Our objectives were:

- 1) Use the music as a tool and new method in non formal education to create in the participants physical, mental, social and emotional wellbeing. Consequently, to develop in the participants skills e attitudes such as communication and interpersonal skills, awareness, empathy, concentration, free exploration and expression, active listening empowerment. These skills are useful in improve their own personal lifestyle, and in increasing the professional skills in the youth work field and with disadvantaged people.
- 2) through full immersion in exercises and activities, gain knowledge some techniques of musical animation, will gain awareness of the role of pedagogical, educational, social music, ultimately improving their employability.
- 3) Develop new tools and method to carry out some topic moments of the youth exchanges, such as team building, intercultural learning, energizer.
- 4) Offer to participants a space to discuss and exchange ideas and best practices, so to work together in innovative international projects in the frame of Erasmus+ , that use work methods tested in this project
- 5) Stimulate an active participation carrying out a meeting with local community, specifically we'll carry out a workshop for and with the disadvantaged youngsters of a "family Home"

The project involves 26 participants: youth workers, youth leaders, facilitators who wish to gain new tools and ways of working with young people and disadvantaged people, improving their employability.

The results that we expect with this project:

- 1) Raising the level of skills and knowledge of the youth leader, youth worker, facilitator for better employability
- 2) acquisition of techniques of musical animation
- 3) train the staff of the organizations involved, acquire new in-home resources to develop new projects
- 4) to reach new target groups of young people
- 5) to meet and build partnerships

Through a workshop at a family home in the area we involved and sensitized various stakeholders: citizens, local authorities, voluntary associations. Th initiatives may had a multiplier effect for the social welfare of the community.

2014-2-IT03-KA105-001252

Refugees

Fondazione Don Orione Onlus, IT

44,931.98

IT,UA,FR,UK,PT,ES

Xchange Scotland

The project foresees the involvement of 5 volunteers are highly motivated , with profile of a legal nature , prepared on for human rights in ICT and practicing activism applied to the solutions of the needs that emerge in the project and in the community. Volunteers from Spain, France, Portugal, Scotland and Ukraine will meet with the reality represented by the so-called " third world countries " represented by asylum seekers and refugees in the host project .

Refugees is a project that will last a year , will be developed in Rieti and all activities will take place near the historic center of the city.

Refugees is a project that promotes solidarity and self-help for refugees who arrive in our country and in the city of Rieti, which are in a state of great distress . Asylum seekers and refugees are welcomed into the reception center of the " Samaritan " and volunteers will be engaged in activities aimed at facilitating their integration path alongside the operators of the project.

Specifically, the activities include:

- Meetings with asylum seekers and refugees , which will lead to the establishment of a relationship of communication among peers, informal exchange of cultural backgrounds , history , experiences,
- Volunteers will serve in rotation in the food distribution center of St. Clare and the listening center , where they will be useful to the community and those in need.
- The accompaniment and support in routine activities that beneficiaries must attend daily at the various offices (eg, mail or grocery shopping)
- Participation and organization of intercultural awareness as refugees the day , the week against racism, the day of volunteering , in order to produce information materials by themselves designed and built.
- Volunteers will have free choice in the expression of their creattività and in bringing innovation in our project , create events , productions materials (short films , photographic exhibition, narrative book of their journey in Rieti), with the support of the operators.

The volunteers will gain the skills and knowledge with the method of " learning by doing" , co-working , and more , adding gradually and simulating the work of operators . We have considered their natural propensity for solidarity and self-help , having chosen this project, and we have selected the content and activities in our opinion, interesting and motivating in order to make them actively participate .

Refugees aims to :

- 1 - awareness , grow and responsabilnnte engage young people in the community and the current problems of our historical reality ,
- 2 - Enriching and donate new and different tools to the local community by creating the conditions for an exchange,
- 3 - Create the rating plate group , an environment more welcoming , supportive, healthy and active in order to facilitate insertion into the territory.
- 4 - Responding to the specific needs to all actors in the process creating the potential opportunity to improve their future .

2014-2-SK02-KA105-000235

Tabačka Kulturfabrik - New Beginning

Bona Fide, SK

8,675.00

SK,UK,ES,FR

Aberlour Youthpoint Glasgow

Cultural centre Tabačka Kulturfabrik is located in Košice in the building of former tobacco company. It is functioning under civil association Bona Fide, which was established in 1995 with an aim of support and development of alternative and independent culture.

Cultural centre Tabačka Kulturfabrik maps and presents current local and international production in music, dance, theatre, painting, literature, film, design and architecture. It is a platform for non-formal education, social projects and a space for a creativity, too. It's a place of interesting cultural events, fun and action. It helps with the presentation of artists and projects from Košice and eastern Slovakia abroad. Centre is focused on culture and activities connected with its creation, its production, presentation and cooperation in the field of art and creative industry with interaction with local and international artists.

At the moment, Tabačka Kulturfabrik is undergoing the first phase of transformation into unique and long-term sustainable model of non-governmental, independently functioning cultural centre = Tabačka as a place of culture 2014+. In this phase we consider it as very important to send but as well to receive new impulses, energy from other countries and their cultures. Active participation of the volunteers in this process will bring them many newly gained skills but, at the same time, it will bring new fresh air into our team and whole hosting organization. Everyday contact with the functioning of the centre, planning and programming of the activities in Tabačka Kulturfabrik will offer to volunteers many inputs and will encourage their professional and personal development. Each and every of the selected participants has close relationship towards the art, both in terms of its creation or organization (production). Thus we believe that their participation on the project can significantly influence their professional focus and direction.

Within the planned activities of volunteers there is also a space created for their own initiative and realization of their own ideas. Tabačka Kulturfabrik is basically international environment where volunteers will meet artists, audience, members of a local community and wide visiting public. Interaction and involvement of all participant offers many opportunities to reflect on their behavioral and thinking patterns as well as to naming and confrontation of the possible prejudices.

The length of the project Tabačka Kulturfabrik New Beginning will be 6 months, beginning on 3rd of November 2014 and ending on 3rd of April 2015. Hosting entity will be foundation Bona Fide from Slovakia. Sending entities are Volontariat International au Service des Autres in France, Aberlour Youthpoint in Glasgow and ASOCIACION JUVENIL INTERCAMBIA in Spain.

Participants are Camille Auriere from France, Liam Thomas Archer from England and Patricia Ana Garcia Naranjo from Spain.

2014-3-SE02-KA105-001062

Youth culture in Linköping

Studieförbundet Östergötland, SE

27,946.00

SE,BE,UK,AT

Article 12 in Scotland

Kulturhusen Elsas & Skylten are youth centers for young people in the age of 15-25 yrs. The houses are run by Studieförbundet on assignment of the municipality of Linköping. Studieförbundet is an NGO organisation that arrange and offer courses and education for adults and juveniles in their leisure such as theatre, dance, media, music, international culture and environment-nature. The profile of Elsas Hus is culture – stageart such as theatre, dance, music, poetry and movies and the profile of Skylten is music. All our facilities are available for young people with ideas who wants to start and do culture activities.

At Elsas hus we have three rooms for rehearsal, a small cinema, a creative room, a screenprint room and at Skylten we have 25 rooms for rehearsing music, two rooms that are equipped with amplifiers, instruments and PA and a larger venue for concerts and stageart. There is a café with a stage in both houses and the cafes are also used as a gallery where young people can show their art. We encourage young people to make events such as concerts, theatre, exhibitions, festivals, happenings and workshops. We are serving fairtrade and ecological products in our cafes.

Our volunteers are very much involved in the work at Kulturhusen Elsas & Skylten, from idea to doing.

The project "Youth culture of Linköping" will continue to make an impact on the participants, staff, the young people in Linköping and the municipality. To be able to offer young people the great opportunity to live abroad for a period in their life makes us envisage that we are a part of making the world a bit more open minded and thoughtful. It is an added value for the municipality to be able to offer the young citizens of Linköping the possibility to go out as volunteers. To host volunteers that are interested in culture, such as music, dance, theatre, poetry and art who will work together with the visitors and staff in a various number of culture activities, Kulturhusen Elsas & Skylten will not only gain new interesting activities for our visitors and inspiration for the staff, but we will also be able to promote the fantastic advantages of EVS and offer our volunteers to learn new skills. To arrange culture activities at Kulturhusen Elsas & Skylten and to promote EVS and the different key actions in Erasmus+ are our main objectives. Our volunteers will learn by doing, together with the staff and the visitors.

2015

2015-1-PT02-KA105-002200

A WORLD OF POSSIBILITIES

Associação Mais Cidadania, PT

107,116.67

PT,EE,BG,IT,ES,FR,SE,AM,LU,UK,MT,GE

The Forest

The project A WORLD OF POSSIBILITIES (WOP) wants to be a source of motivation and engagement in world citizenship for all the youngsters directly involved in EVS and all the others that will get in touch with them. We want that the volunteers involved in this project feel themselves as multipliers of pro-active and ready-to-act behaviors. We also want to broaden each participants' horizon in terms of creativity, culture and new possibilities or ways of acting. We also intend that an extraordinary opportunity, out of their daily life, bring a deeper understanding of the world and the place that they have in it. To acquire that, we will rely in the participants sense of initiative and entrepreneurship which can and will make them stand out when approaching the job market and give them a higher possibility of employability.

We also aim to promote EVS under the frame of "Lisbon: volunteering capital for 2015".

Partnership is based on common interest and objectives so themes will focus on Citizenship, Youth Participation, Intercultural Dialogue and Entrepreneurship, aiming to share tools and good practices contributing to a better information and autonomy of youngsters. We all work with the purpose of constantly motivate youngsters to improve their self-esteem and be active Citizens in their communities. Volunteers have an important role in actions we promote: they are the living witness of a good practice and they have the possibility to exchange each other (volunteers and local youngsters) culture and ideas, offering a positive model of behaviors.

Main areas and contexts where volunteers will be included: ESD-Education on Sustainable Development, Communication and Multimedia, Animation with children and youngsters, participation in Youth Exchanges and Meetings, organization of Art events and Cooperation in youth training and initiatives to be able to bring back to their own communities the experience they had.

With a distension across Europe's map gathering 12 countries and 13 partners, the project will bring together all potential possibilities that geography could tend to disassemble, it's ended a "World of possibilities"!

Countries involved: 12
 Programme Countries: 10
 Bulgaria
 Estonia
 France
 Italy
 Luxembourg
 Malta
 Portugal
 Spain
 Sweden
 United Kingdom
 Eastern Partnership Countries: 2
 Armenia
 Georgia

Long term preview 6, 10 or 12 months of service aiming to guarantee a strong integration, the continuity in the work and the constant cooperation with local teams.

Short term preview 2 months of service aiming to include youngsters with less opportunities, particularly youngsters that dropped out of school or will soon and with social disadvantage, in order to offer a multicultural and integrative experience where their artistic/creative skills are valorized.

2015-1-PT02-KA105-002299

ABC Art Between Communities

Centro Social Paroquial de Cristo Rei, PT
 26,785.01
 PT,PL,UK,IT,HR
Xchange Scotland

"ABC-Art Between Communities" it's a project, based on Art, Culture and Sport activities. It's a project that will give an important contribute for the developing of new active and constructive activities among youngsters. "ABC" means learning and this project will open doors for the knowledge of new methodologies and objectives in the youth work field, regarding the work with and for children and young people.

This project will promote the development of new intercultural experiences and will promote the exchange and implementation of important tasks.

"ABC-Art Between Communities" should approach youngsters of several origins and backgrounds and create spaces for the mutual understanding, for the tolerance and for the implementation of useful ideas.

The volunteers will be prepared to work with Youth Workers and Educators inside the Organisation.

2015-1-PL01-KA105-013921

A-Team- International Exchange

Fundacja Rozwoju Społeczeństwa Przedsiębiorczego, PL
 13,230.00
 PL,ES,UK
Scottish Youth Theatre Ltd

The "A team" international exchange will take place in Katowice. The date is from 19 until 25 of June 2015(plus two days to travel, so i general whole project take part between 18-26 of June 2015). The exchange gathers 30 young, creative and active individuals from Silesia, Scotland and

Catalonia(10 people from each nationality). The main theme of the project is generally national distinctiveness however, the main aim of the project constitutes creating a dialogue between young people that come from regions that concerning the whole country they live are culturally, historically and linguistically distinctive. We are highly interested in searching for cultural as well as historical and linguistic differences and similarities between our stories. We would like to know more about "the living culture", customs, mentality and opinions of our peers, especially about matters connected with previously mentioned national distinctiveness. We want to strike up a dialogue that will let us to develop the activities that we had planned. Those include: creating and presenting a play combined with choreography (the theme - cultural distinctiveness, dialogues in a language typical for a particular country, the whole play is filmed, English subtitles are added and the movie as a whole is put on the web). The play would sum up the project of an event in the centre of Katowice (a big fair with the stalls representing each nationality, social integration, games, talks). We also plan so as to carry out a debate that will take place in one of the High Schools in the city of Rybnik (I LO). Teachers, students, representatives of UM Rybnik and local independent fractions are all invited so as to join and take part in the debate. The major methods of work consist of discussions about the previously mentioned theme of national distinctiveness which is the keynote for the whole project. Apart from that, we have also scheduled the topical workshops that will cover the topics common for all participants, force them to work outdoors and come out with new solutions and ideas. Other than that, the linguistic workshops have been planned. Those focus mainly on getting familiar with and comparing others participant's languages. Another are workshops concerning theatre and dance which will result in striking up an international dialogue and creating a play with the topic connecting those nations. So as to integrate everyone, evening cultural sessions have been planned. When it comes to exploring the beauty of Katowice, participants will play outside and have a chance to thoroughly examine the city. After that 8 wonderful days spent in picturesque Katowice, the members of the project will acquire a great experience, useful skills and knowledge essential to being a leader of a project or simply being an organizer of an event in the region of one's country. As a target, we put a group of young people that live in the autonomous/independent regions of Silesia, Scotland and Catalonia. We hope that after the project the topic that we outline, will be noticed by a larger group of young people and they, willing to participate, would be much more active and, what is even more significant, would promote the history of their region and would be aware of their national identity.

2015-2-NL02-KA105-001050

Creative Crossings

Stichting P60, NL
18,072.32
NL,IT,UK

Xchange Scotland

P60, a citizen's initiative, is the independent music and cultural center in Amstelveen (near Amsterdam airport). Opened in 2001, P60 measures 2090 m² and consists of a concert hall with a capacity of 600 people (standing), a foyer, a cafe/restaurant and band rehearsal rooms. Each year around 45.000 people attend concerts, club nights and participate in talent development workshops/projects, all of which occur in the multidisciplinary building. With a team of 12 people (8 fte), four European volunteers (EVS) and more than 70 local volunteers, P60 is deeply rooted in the local community. P60 offers the visitors a mix of established acts and new talent from different disciplines. This makes the venue a unique location in the region to discover music, culture and to develop talent. We also coordinate the annual city festival in September. For this we work together with all the local cultural organisations and schools.

P60 is a member of Trans Europe Halls, the international network of independent cultural centers.

Within this network we exchange knowledge, culture, resources and projects. Aim is to improve social, communication and technical skills from participants.

Our target group is young adults (age 16-30).

Since 2005 we are hosting EVS volunteers. They live together in the EVS house (private room, common facilities). All of them have a personal mentor (for wellbeing) and a task mentor (for learning skills). There is one administrative mentor for all EVS volunteers (for allowance and food money). EVS volunteers are working the first three months together with our local volunteers with general tasks. The last 9 months they also have their own projects (light design, graphic design, bar, visual arts, exchange projects). With peer to peer method we learn them to take responsibility for their project.

We take care for good communication with our sending partners. Also we promote the benefit of EVS on our website (English), in local papers, in our annual reports and in the regular meetings in the city hall about international projects.

Our experience is that EVS has a huge impact on the volunteers. Their basic skills turned into professional skills. Working with our local volunteers in teams makes them less shy and more assertive.

This application is for 2 long term EVS volunteers period: 01-09-15 till 31-08-16.

2015-1-UK01-KA105-012447

Cross Cultural Collaboration

The Forest, UK

53,130.66

UK,PT,DE,LT,TR,AL,EL

The Cultural Collaboration project will take place at The Forest, an arts charity based in Edinburgh, Scotland. The Forest is a volunteer run, non-hierarchical and consensus based decision making project, supporting the arts and artists. The volunteers involved in the Cultural Collaboration EVS project have been selected from across Europe including both program and partner countries. As an inclusive space we have selected people regardless of their social, economic or cultural background.

The objectives of the project are to provide opportunities to the individuals involved to increase their skills, competencies, self esteem and social awareness through collaborative creative projects. This will also help broaden the awareness of volunteers in the local community to other cultures in Europe as well as provide a living example of the opportunities that are available to them within the context of EU funding.

There will be 6 participants from across Europe from age 16 - 30. They will have various backgrounds in terms of education and training with the most important selection criteria being their motivation for being part of such a project. The benefit they may gain from this project was also a considered choice in selection. As the group will be expected to collaborate on projects, having a broad mix of interests and experience was essential. It is seen that learning through peer groups can be of a high value to the outcomes of the project and individuals involved.

Becoming an essential part of our volunteer base both in a work and social context is felt to be important. This will include engaging with existing working groups to deliver the aims of our charity and helping in the social and community space that is our vegetarian cafe. This will include attending meetings so as to understand the structure of the charity and develop good practices in consensus based decision making processes. Along with this the volunteers will be expected to be involved with one of the many projects currently provided by The Forest. These include, Events team, Sound team, Gallery team, Volunteer coordination and Artist's Facilities. The collaboration will happen by working in these teams as well as developing their personal projects. This will be self directed but supported by our dedicated team of volunteers. The self directed projects will involve other members of the community and will aim to develop new areas and expand upon our reach.

2015-1-ES02-KA105-005912

Intercambio Crossfader

Culturar te Cooperando, ES

11,016.00

ES,UK

Cross Culture

The project aims to conduct a youth exchange in the city of Madrid, which encourages collective creation and mutual understanding among 12 young residents of Madrid and 12 young people from London, enabling young artists from disadvantaged population groups to discover new cultures, customs and lifestyles.

It will last for 12 days during which the young people will transform cultural diversity into a tool for identification, appropriation and inspiration, becoming aware of the different social and cultural realities that exist in Europe.

Collectively they will create two (2) songs and two (2) videos (cinema-quality format), making art an instrument of cultural and social inclusion to improve the level of artistic and personal skills. They will be motivated to improve performance with regard to foreign languages, especially in spaces that promote peer learning and promote active participation in an informal environment with reciprocal values, thoughts, feelings, traditions and beliefs.

A video documentary of the development process will be produced, along with a radio show in each city and an event in Madrid, showing the methodology and gathering information to improve the quality of future interventions by the two organizations. These activities will include interviews with the young people, which will allow them to be recognised as sources of knowledge and the protagonists and engines of action. This will have a wider impact in their communities and social circles, showing that they have decisions in their hands that can affect not only the future of the city in which they live, but also the future of the nation and Europe.

2015-2-SI02-KA105-013040

LegiLAB

Zavod za podporo civilnodružbenih iniciativ in multikulturno sodelovanje Pekarna Magdalenske mreže Maribor, SI

8,970.00

SI,PL,UK,IT

Active Inquiry Community Interest Company

LegiLAB is a project coordinated by the non-governmental institution Pekarna Magdalenske mreže from Slovenia in collaboration with partner organisations from Italy, Poland, Great Britain (Scotland) The main activity of the project is training course in Legislative theatre (10.–17. 10. 2015) which will take place in Maribor, Slovenia.

The training course in legislative theatre is a 7-day event, attended by youth workers selected by partner organisations from all of the participating countries. All the participants will be experienced youth leaders involved with work on political and social participation in their local communities, including participants with fewer opportunities. The main objective of the training course is to educate youth workers in the method of legislative theatre, which they can later apply and disseminate in their local communities, thus becoming multipliers of this method. Legislative theatre is a special branch in TO dealing with the process of legislation itself. I.e. it aims to present and educate deprived groups in the mechanisms of the legislation process, thus empowering them to influence this very process and implement a legislation which is more favourable to them. Europe today is facing an erosion in political participation, especially among youth since young people often feel that their voice does not count and their engagement does not bring any results. This results in the political passivisation of youth. Legislative theatre aims to change this. It gives (young) people the knowledge and skills to affect political and legislative processes and attain concrete changes in their political reality. The course will bring together experts and participants with different backgrounds from diverse fields of social activism, youth work, legislative processes etc., in order to allow for a synergy and exchange of ideas and working methods and to enable participants to further disseminate these approach in their local communities.

The long-term goals of the project are to prolong international cooperation among participating partners in future projects aiming to develop legislative theatre as a form of youth work; to positively influence the area of active citizenship; and to explore new possibilities of increasing the participation of youth in decision-making processes in society at the local, state and international levels and to promote better understanding of the social, cultural and legal diversity of the participants in order to build a common European identity.

2015-3-IE01-KA105-016700

Re-ENACT (Empowerment through Nature, Authentic Communication and Theatre)
 Ard Aoi bhinn Community Initiatives limited, IE
 28,530.72
 IE, LB, TR, MA, AM, UK, IT, GE, PT, HU, EE, CZ
Newbold Trust

“Re-EnACT - Empowerment through Nature, Authentic Communication & Theatre” training course aims to develop the competences of youth workers to engage and empower young people to become responsible citizens through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation in their lives, work and communities. There is a huge need for young people to be more empowered to realise their dreams, to turn their ideas into actions and to play an active part in the life of their communities and societies. Youth workers, volunteers and trainers need more creative and innovative methods and effective techniques to engage young people more actively. With our training course we seek to address the need of empowering youth through engaging and effective non-formal and informal learning methods. We are ready to introduce different methods to address these issues such as communication development, conflict resolution and effective team-work. During our training course we are going to use and introduce non-formal and informal educational tools with a special attention to outdoor training elements and theatrical methods. With this training course we seek to improve the level of key competences and skills of youth workers, such as sense of initiative and entrepreneurship and multilingualism, in order to improve the quality of their work and the activities they organise, and to reach further into the European dimension of youth work. At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people and will be better equipped to provide a higher quality of youth work delivery due to their experience and use of different innovative & effective methods. The Training course will be based on an interactive and participative approach. The processes of learning from each other and learning by doing will be crucial. The training course will stimulate creativity, communication and active participation. The venue place of the project is The East Clare Golf Course, County Clare, Ireland. It is a 7-day training course with 24 participants and 4 trainers/facilitators/experts/logistic assistants from the following countries: Armenia, Czech Republic, Estonia, Georgia, Hungary, Italy, Lebanon, Morocco, Portugal, Turkey, UK and Ireland. During the training methods of non-formal and informal education will be used, such as individual, pair and group work, creative workshops, theatre methods, simulation and situation games, problem solving and debate exercises, presentations and discussions, indoor and outdoor elements.

Youth mobility
 2015-2-UK01-KA105-014063

Youth Building Bridges Through The Arts

Firefly International, UK
 50,841.00
 UK, BA

Young people from the UK will travel to Brcko, North East Bosnia and Herzegovina to volunteer with Firefly International's partner organisation, youth arts NGO, Omladinska Organizacija Svitac. The project will run for 24 months from September 2015- September 2017 and volunteers will participate for periods of 3 or 12 months. 14 volunteers from the UK will participate. Volunteers will be recruited through an open call, Firefly International welcome applicants from across the UK of all backgrounds of any age between 18 and 30. Volunteers must have an interest in working with young people and skills in art, crafts or music.

The project 'Youth Building Bridges through the Arts' will focus on three objectives;
 -Volunteer development & learning
 -Community Youth Development
 -Promoting co-operation, understanding and Active Global Citizenship.

Volunteers will organise and develop arts & music workshops, classes, and activities for local young people of all ethnicities alongside local staff and volunteers. They will also help organise community events, festivals and music and arts camps in Brcko and the surrounding areas.

All of these activities aim to encourage and develop cooperation and communication between young people from the UK and Bosnia, while encouraging communication and dialogue at a local level between people from all backgrounds and ethnicities to promote understanding and tolerance. Using the arts as a tool, volunteers will be able to connect with local young people, sharing creative experiences and recognising universal connections. Due to Brcko's special status as an 'inter-ethnic district' within an increasingly divided Bosnia and Herzegovina, a country still recovering from previous conflict, these workshops have an important role. In a community where there are few opportunities for young people and high youth unemployment, international volunteers provide a fresh opportunity to share new ideas and connect with the wider world. While focusing on common projects rather than divisive issues the EVS volunteering project aims to emphasise and develop a sense of belonging to a wider European and global community.

2016

2016-2-IE01-KA105-016979

Aisling Project Ltd

Aisling Project Ltd, IE
 42,440.00
 IE, UK, ES, DE
Xchange Scotland

The Aisling Project – an after-school initiative working in Ballymun – was set up in 1997. Currently five projects, in various areas of Ballymun, work with more than 100 young people aged from 8 – 15 years. The Aisling Project, for the young people, takes place Monday to Thursday from 2.30 to 6pm during the school year, with a full three week summer project during the month of July. One of the projects geared towards secondary school students - “The Transition Programme” - operates slightly different hours -Monday, Tuesday and Thursday from 4pm until 7.30pm. The main aims of the Aisling Project are to prevent early school leaving, benefit the community and advance education by running an after-school intervention project for children at risk. This intervention provides purposeful activity in a caring, secure environment in an attempt to meet the young people's

developmental needs. The service provides a hot meal every day, homework supervision and a range of developmental activities – drama, art, music, swimming, sports, gardening and arts and crafts etc. The project will be based on the social and personal development of the young people through activity based programmes. This EVS project aims to develop links with other parts of Europe so that young people from different countries will have an experience of different cultures. The participants will learn more about the Irish culture as they immerse themselves in it, and also about youth work practices within an Irish context. The young people that we work with at Aisling Project will learn about their fellow Europeans – gaining an insight into Spanish, Italian and French cultures in a way they may not have the opportunity to otherwise. Our intention is to provide the participants with many opportunities to gain valuable experience and skills in working with young people and in living abroad - under the supervision of a coordinator, and with the support of colleagues and a mentor. We hope that this personal and professional development will lead to increased employability following the project. The project will have 5 participants from various programme countries. The participants will all have a demonstrated interest in working with children, a belief in helping young people achieve their true potential and be aged between 21 and 30. We are open to candidates of all backgrounds, including those with fewer opportunities, providing that we have the capacity to cater to their needs and provide a quality project that will achieve the objectives outlined in the Erasmus + Programme Guide, meeting the needs of both the participants and the organisation. The participants, along with other members of the team, will assist the children with homework, and provide other developmental and purposeful activities thought to enhance the young person's ability to remain in school, their developmental progression and their resilience to everyday stresses and challenges. They will be involved in the day-to-day planning, implementation and delivery of the activities described above. They will also have the opportunity to plan and develop their own programmes for the children that interest them, with the support of their supervisor and colleagues. The participants will be asked to complete some office work at different times. They will work from 11.00am until 18.30pm Monday to Thursday and 11.00am to 13.00pm on Friday. The volunteers will work during Irish school term and will be off for the school holidays. However they will be asked to work extra hours from time to time to cover residential trips, summer projects and outings during the school holidays. We hope that this project will provide the participants with invaluable experience of working in the youth field, develop their intercultural awareness and provide them with skills for living in an unfamiliar place. We also hope as a result of the participants being in the project, the young people we work with will have a broader knowledge of Europe, and experience of other cultures.

2016-1-UK01-KA105-023489

Better by Design

83rd Fife (Cairneyhill) Scout Group, UK

42,850.00

UK,SE

Better by Design is a bilateral youth exchange that will involve young people from Malung in Sweden and Cairneyhill in Fife and will take place in Scotland, UK with a camp in Perthshire, followed by a period of homestay in Fife. The main theme of the exchange is celebrating Scotland's Year of Innovation, Architecture and Design in 2016. There are 17 programme days excluding travel days – 5 in homestay and 12 at camp and there are 47 participants, accompanied by 6 Leaders. The participants are from peripheral areas of Europe and towns with poorer facilities than main cities. The main objectives of the project are to develop the employability skills of the young people through a varied programme of outdoor activities. Non-formal and informal learning methods will be used throughout. The project, by enabling young people to make most of the decisions themselves, will help everyone to understand the consequences of making decisions and democracy. We shall use the Scout Method throughout. Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting and: • enjoy what they are doing and have fun • take part in activities indoors and outdoors • learn by doing • share in spiritual reflection • take responsibility and make choices • undertake new and challenging activities • make and live by their Promise. We have worked with each other before and the young people are in regular contact with each other and have together developed the programme for the project. The project will help us to work towards the Scottish Government's Curriculum for Excellence capacities by helping our young people to become successful learners; confident individuals; responsible citizens; and effective contributors. In the long-term this will help them to secure and retain employment.

2016-3-UK01-KA105-035206

Competences Unplugged

Coyote Initiatives CIC, UK

27,729.00

UK,IE,CZ,BE,PT,AT,EL,TR,HU,IT

The "Competences Unplugged" training course gathers together 29 young people, youth leaders, trainers and volunteers from 10 different countries. The project focuses on competence development, particularly on the relatively new concept of inner readiness, using theatre, art, coaching, storytelling, outdoor and nature-based training elements as educational tools to tackle the issue of youth empowerment and employability. With this training course we seek to improve the level of key competences and skills of youth workers to use these innovative methods, approaches and experiential training elements as tools for youth empowerment in order to improve the quality of the work of youth organisations and to reach further into the European dimension of youth work. Through this TC we also aim to develop the quality of youth work across Europe.

It is clear that one of the biggest challenges of European society is the lack of active participation of young people, caused by a long term empty job market and a lack of resources to tackle the issue. Young people need to be empowered to be able to turn their ideas into actions, to strive to realise their dreams, to engage with and play an active part within their communities and societies - and of course to become more employable.

Youth workers, volunteers, trainers and all those who work with young people need more creative, innovative and effective methods and techniques both to engage young people and to give them the tools to empower themselves. Through this non-formal education project we target this group and provide some solutions to this problem.

The training course was designed according to the following objectives:

To explore what a 'competence' is beyond a series of notions and practical abilities;

- To introduce and develop an understanding of the concept of Inner Readiness and provide tools on how to nurture it in young people;
- To inspire and empower young people and youth workers.
- To provide innovative tools and methodologies for those working and volunteering in the youth work field to strengthen their practice.

- To provide methodologies for youth workers to encourage entrepreneurial thinking, develop active participation and strengthen the employability of young people.
- To share best practices and useful methods and to gain innovative ideas
- To discover opportunities for future co-operations and projects within Erasmus+ Youth Programme

We believe that international cooperations in the youth field are very important for this and promote the mobility possibilities the Erasmus+ Programme offers to young people across Europe and aim to enhance transnational cooperations by giving the possibility to participants to develop their own project ideas.

At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people using a diverse set of competence development tools, coaching methods, nature-based tools and outdoor training elements and will be better equipped to develop inner readiness and provide higher quality youth work due to their experience and use of different innovative & effective methods. Participants will actively learn about Youthpass and the Erasmus+ Programme.

This training course will be experiential and based on an interactive and participative approach. Learning from each other and learning by doing will be central to the process, as will our programme, designed to inspire creativity, active participation and a safe and exciting learning field.

The project will take place in Forres, Scotland, UK. It is an 8 day training course with 24 participants, 3 trainers/facilitators/experts/project coordinator and 2 logistics assistants from the following countries: Austria, Belgium, Czech Republic, Greece, Hungary, Ireland, Italy, Spain, Turkey and the United Kingdom.

2016-1-UK01-KA105-023834

Creative Potential

Newbold Trust, UK

26,140.00

UK,IT,HU,PT,DE,IE,CZ,ES

The "Creative Potential" training course gathers together 29 young people, youth workers, volunteers, trainers and youth field professionals from 8 different countries. The project focuses on developing the competences needed to become a social entrepreneur and to share the tools for creating, implementing and running innovative social enterprise projects while also providing experiential methods to promote and facilitate Youth Empowerment, Active Citizenship, Engagement, Entrepreneurship and Healthy Living. The world is becoming more challenging every day, especially for young people. There are record levels of youth unemployment and many young people feel a sense of anxiety or hopelessness about their future. It is important to implement effective and transferable methods which encourage positive attitudes, mental and physical health, and which support young people in accessing their creativity and vitality. By helping young people to identify and develop their skills, qualities and entrepreneurial ideas we can create a more positive future for them as individuals and for the communities they live and work in. Social entrepreneurship and enterprises offer a route to inner resilience & initiative that can transform people and communities and drive profound and lasting change. While there is the focus on career, employability and the job market, we are clear that this course will work on multiple levels. The competences developed will support youth workers to work with a range of needs and abilities and provide tools which to help young people in a range of ways including: (1) starting a social enterprise, community project or other group/organisation; (2) engaging and thriving in their own lives and communities; (3) taking initiative, developing creativity and entrepreneurship - whatever their circumstances and abilities. The training was designed with the following Objectives: Introduce Social Entrepreneurship and its role in personal empowerment, social change and creating resilient communities. Provide a learning journey and practical tools for taking creative, innovative social enterprise business ideas into practical action and delivery. Support participants to identify and strengthen the qualities needed to be a social entrepreneur e.g. creativity, innovation, passion, motivation, leadership, interpersonal skills, project management, communication, a strong sense of citizenship and problem solving abilities. Offer a framework and set of resources which provide ongoing support to participants in developing, or helping others to develop, social enterprises and social entrepreneurship. Nurture the innate sense of initiative and entrepreneurship that relates to all aspects of a healthy life including Employability. Improve knowledge about the Erasmus+ Youth Programme as a tool for improving the quality and enhancing the international dimension of youth work. We have employed a wide range of creative and innovative non-formal methods and tools in the programme, designed specifically to catch the attention of and engage with young people which include coaching, mentoring, positive feedback culture, visual arts, theatre, dragon dreaming, resource mapping, backcasting, dynamic self governance, mindfulness, outdoor & nature based, nature connection, case study, study visit, small & large group work, music, role-play, simulations, individual reflection, and learning styles and body and movement work. Overall the sessions will use a non-formal and informal experiential education approach. Participants will learn by doing. The range of non-formal learning methods includes large & small group work, individual time, discussions, games, reflection. Exercises will be utilised which ensure a wide variety of learning styles and preferences are met. The TC will stimulate creativity, communication and active participation. In order for the learning to land we will embed reflection and evaluation into each session. The project will take place in Forres, Scotland, UK. It is an 8 day training course with 24 participants and 5 trainers/facilitators/experts/project coordinator and logistics assistants from the following countries: UK, Czech Republic, Germany, Hungary, Ireland, Italy, Portugal and Spain.

2016-2-ES02-KA105-008318

CROSSFADER "Intercambio Cultural y Artístico" Madrid

Culturar te Cooperando, ES

19,008.00

ES,FR,UK

Cross Culture

The project aims to run a youth exchange in the city of Madrid, which will benefit collective creation and mutual understanding between three groups of young people from Spain, England and France, allowing disadvantaged young artists from more disadvantaged collectives and populations to mobilize and discover new cultures, customs and lifestyles. It will last 12 days in which the young people use cultural diversity as a tool for self-identification, ownership and inspiration, becoming aware of different social and cultural realities that exist in Europe, increasing the participants' awareness and understanding of other cultures, giving them the opportunity to build international networks that enable them to actively participate in the creation of a better society and develop an awareness of citizenship and European identity. In this second version we hope to expand the scope compared to previous projects, adding a group of young people from France to two more groups of young people from the UK

and Spain to collectively create one (1) song and one (1) video with the participation of artists from the three countries, allowing art to become an instrument of cultural and social inclusion to improve the artistic and personal skills and abilities of participants. This year we plan a strengthened learning process with non-formal education activities about musical and audiovisual production added to the schedule. This learning process will be based on the knowledge, skills and experiences of some young participants who will lead the workshops and other training activities stemming from collective creation activities we have run in previous exchanges. We want participants to learners to practice what is being taught, promote peer learning, teach the basics of the foreign languages used in the exchange and encourage the active participation of young people in an environment that promotes values, philosophies, feelings, traditions and beliefs related to the home culture of each participant. We will create a documentary video of the development process with interviews of the young people, as well as featuring the project on radio programmes in each city and an event will be held to diffuse the results of the exchange in Madrid in order to broadcast and show the activities, the working methods used, and the results of the process. We aim to empower young participants with knowledge, protagonists in the development of their home communities that will demonstrate that young people, regardless of their country of origin or family background, can take actions that affect not only the future of the city in which they live, but also the future of their nation and Europe. The charity CULTECO and the Association Cross Culture will co-finance with their own resources project activities that require funding from a source different to the ERASMUS + programme.

2016-3-ES02-KA105-008751

Do it your Dance!

Asociación La Casa Urbana, ES

19,920.00

ES,UK,CZ,FR

The Efrén Dancing club UK

This project is a multilateral youth exchange funded by the European Commission through the "Erasmus +: Youth" program. Will take place in Molins de Rei and Barcelona.

The overall project objective is to increase self-esteem and self-awareness, and promote the active participation of young Europeans and fewer opportunities regardless of their origin using the Hip Hop and non-formal learning mechanism.

The project duration is one week and the countries involved are Spain, UK, Czech Republic and France. The total number of participants is 40. The raised activities revolve around the world of Hip Hop in all its facets (dancing, rapping, graffiti and DJ) as a vehicle for the active participation of the young people. The applied methods will be participatory, active and very dynamic, sustained in formal and informal models. Both the activities and methods can be seen in the attached document.

This project puts us in a new scenario, to which we find ourselves not if not for participation in projects like this. This project will see other ways of living day to day, the perspective that gives each common problems that we have young Europeans and places us in a space of greater awareness of other cultures.

Our project promotes dialogue between young people from different backgrounds and cultures, because it is a multilateral project, with wealth in nuances that entails. Thus, we promote intercultural encounters that will not both formal and informal spaces.

This project will also help to prevent and combat prejudice, where we highlight those that lead to the exclusion, in its broadest sense. We look forward to the participation of each and everyone irrespective of origin, economic status, social stratum. We will pay special attention to the inclusion of women and men equally. There also will monitor balance nationalities, when we do group activities.

Finally, we note that this project encourages a sense of mutual respect and understanding of diversity. This project is like a small sociological, intense and extremely instructive experiment.

This project will have a clear effect on strengthening the sense of European citizenship among the young people who will participate in it. But so it will have on the people who will indirectly contact and join us for activities and even after the conduct. Thus, other youth groups, media and even technicians, experts and politicians will be more present than ever the importance and value we have young people as engines of social change, with a clear European approach.

This project will also have a more intimate and personal effect. It will allow us to understand our role as part of the present and the future of Europe, as key players in the process of change and improvement.

So added, this project reflects a common concern for us and for the whole European society, such as racism and xenophobia (in this project will involve young children of immigrants, black people who come from France and UK in its mostly descendants of people from former colonies), drug abuse (as we insist on the healthy practice of Hip Hop, especially dancing).

The topics chosen for this project are result of long discussions and reflections between the two partners. We have found that these issues correspond to the interests and needs of the participants. Since we are people linked to Hip Hop and that the activities have developed mutual agreement, there have been disagreements in this regard.

The working methods detailed in the document the activities, but we advance in this paragraph that the methodology is especially active and dynamic, given the characteristics of the promoters groups themselves. Hip Hop is a demanding physical activity, which add the changing scenarios where we will develop activities, which characterizes non-formal education.

2016-3-HU02-KA105-001937

EnAct

Tudatos Ifjúságért Alapítvány, HU

19,165.00

HU,TR,EL,IE,IT,UK,BG,CY

Coyote Initiatives CIC

“EnACT - Empowerment through Nature, Authentic Communication & Theatre” training course aims to develop the competences of youth workers to engage and empower young people to become responsible citizens through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation in their lives, work and communities. There is a huge need for young people to be more empowered to realise their dreams, to turn their ideas into actions and to play an active part in the life of their communities and societies. There is an urgent need in Europe to work on this issue, taking under consideration the current situation with growing discrimination and racism. With our training course we work on the migrant issue and empower young people to take the lead and start fighting against the oppression of these groups by addressing the need of empowering youth through effective non-formal and informal learning methods.

The main aim of the training course is to develop the competences of youth workers to engage and empower young people to become responsible citizens and fight against racism and discrimination through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation. We are ready to introduce different methods to address these issues such as communication development, conflict resolution and effective team-work. During our training course we are going to use and introduce non-formal and informal educational tools with a special attention to outdoor training elements and theatrical methods.

Youth workers, volunteers and trainers need more creative and innovative methods and effective techniques to engage young people more actively and to be able to encourage them to take a step against oppression suffered by the migrant and refugee groups living in their communities. With our training course we seek to address the need of empowering youth through engaging and effective non-formal and informal learning methods. We are ready to introduce different, sometimes unusual methods to address issues such as communication development, conflict resolution and effective team-work. During our training course we are going to use and introduce non-formal and informal educational tools with a special attention to outdoor training elements and theatrical methods.

With this training course we seek to improve the level of key competences and skills of youth workers, such as sense of initiative and entrepreneurship and multilingualism, in order to improve the quality of their work and the activities they organise, and to reach further into the European dimension of youth work.

At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people and will be better equipped to provide a higher quality of youth work delivery due to their experience and use of different innovative & effective methods.

The training course will be based on an interactive and participative approach. The processes of learning from each other and learning by doing will be crucial. The training course will stimulate creativity, communication and active participation.

The training course will be organized between 8-15 March 2017. The venue place of the project is Hotel Budai at Budapest, Hungary. It is an 8 day training course with 24 participants and 4 trainers/facilitators/experts/logistic assistants from the following countries: Bulgaria, Cyprus, Greece, Hungary, Ireland, Italy, Turkey and the United Kingdom. During the training methods of non-formal and informal education will be used, such as individual, pair and group work, creative workshops, theatre methods, simulation and situation games, problem solving and debate exercises, presentations and discussions, indoor and outdoor elements.

2016-3-ES02-KA105-008809

FINESTRA INCLUSIVA A EDIMBURGO

Associacio La Finestra Nou Circ, ES

13,360.00

ES,UK

Circus Alba Ltd

FINESTRA INCLUSIVE TO EDINBURGH

The "Finestra Inclusiva to Edinburgh" La Finestra Association NOU CIRC Youth Exchange project whose key the Social Circus in young people from different groups at risk of exclusion. The promoter group is composed of circus performers with sensitivity and experience in project management Social Circus in the field of groups at risk of exclusion. This team young artists and fans Circus in Edinburgh, with the same concerns and experiences in the performing arts as a tool for personal development in groups at risk of social exclusion are added.

Both groups are covered by two associations with similar objectives: the Association LA FINESTRA Circ Nou (Valencia) and Alba Circus (Edinburgh).

Each partner will contact associations with 2 groups at risk of exclusion: ex-reclusos, Roma, people with intellectual and sensory disabilities, and immigrant children. All participants also will be young unemployed and a similar percentage of men and women. These specialized entities in the youth field and have served as a bridge support when designing the project and implement it before.

The aim of the project is to contribute to integration, employability and promoting personal development of these young participants using the circus as a tool rather than an end. By Circus we contribute to the acquisition of knowledge, skills development and adoption of attitudes that help improve their integration, citizen participation, self-esteem, respect for diversity, etc ...

Both partners engaged in Social Circus, teaching, practicing and creating circus acts with young people at risk of social exclusion and people with intellectual disabilities.

The project is focused on two international youth exchanges. First Spanish go to Scotland in April 2017, and then the Scots will come to Valencia in October 2017. The stays last 7 days (including travel days) in which they carried out various activities and integrate both shows to be displayed twice as part of a broader each of the partners Event: V FESTIVAL VALENCIRC and STREET THEATRE FESTIVAL EDINBURGH.

Activities are raised with a participatory approach. Evaluations will be continuous, making a final assessment after display show. At all times the project will be made visible using virtual tools (page facebook, web, Newsletter ...) in addition to the means of each of the partner associations. After

the exhibition the promoter team will make a series of talks and workshops by the young participants themselves, in order to multiply the effect of the project and disseminate its results. Edit a video recording of the training session, the creation of the show and exhibition, which will include presentations of the project, which will be distributed to youth associations and other institutions working with youth groups at risk of social exclusion and associations circus .

2016-2-TR01-KA105-035649

GÖLGE OYUNUNU GÖLGEDE BIRAKMA!- DON'T OVERSHADOW THE SHADOW PLAY!

Kültürel Mirasçılar Grubu, TR

21,000.00

TR,ES,UK,EL,RO

Beyond Borders

the reason I do not want to realize this project; to transfer an important place with the shadow of the new generation in traditional Turkish theater, shadow play of the subtleties, to contribute to learning in the existing shadow play in different countries and shadow cultural diversity of all sectors of society through is to provide the information about cultural dialogue between. by our society "child's play" is addressed to all layers of society together is known. both suggestive and hilarious humor with shadow play items. Shadow play is an important cultural values of Turkish society. Persians, Arabs of different nationalities like the Albanians to take part in the game, the game adds a distinct cultural richness and universality. young people who come from different countries in using art as one way to learn intercultural identity, culture, diversity, respect, important concepts such as prejudice will learn amused. Our aim; We want the shadow that has survived until today as cultural heritage and to meet with the young generation in mind. in informational activities about Erasmus + informative about our projects and opportunities to find the place again. The project also young people who will benefit from non-formal education methods about what these methods and the expansion of our activities in Respect of these methods will be our project. The young history of our city with our increasingly Karagöz shadow play museum will also provide information by witnessing at all levels. in primary schools in the big cities of our municipality, our site also shows the participants will prepare our young people, we will bring our tiny local audience. among young people who come from different countries, intercultural learning, cultural diversity, intercultural dialogue, we will organize activities to raise positive awareness of youth issues. In subsequent project knowledge obtained during the project, which will also be activities for the establishment of cooperation in the power of civil society in their own countries will give our project. Young people, if any, whether in their home country before coming to project the shadow dressed up characters with which to determine which form of research topics that come to life and begin to investigate learning is one of our goals. shadow theater workshop preparing our young people will be working together on the project will begin during the cultural diversity of the finest examples of experiential learning to be demonstrated it is within our purpose. We will share information we learn in our project, our people in the local area. cream will prepare at the end of our project, we try to provide maintenance and cure them what we do and they would have lived in the awareness that everyone can easily do. The project will benefit from our extensive technical training. Exercises, games and simulations to be played, it will be taken as well as teamwork and informative sessions. The basic working method and approach of our project is to create a process they manage their own learning process of the participants. We believe we will achieve what we want to create the perception after the project is completed. Our young people in our project of cultural diversity, awareness, intercultural learning, such as the concept of intercultural dialogue will be informed about the fact that important issues in our lives. In the light of information received in this matter of all of these concepts culture with mutual understanding and respect, equal society that peace between nations, between people will be young people who are aware that reconciliation and social cohesion to create prerequisites. our participants, our youth, our adult children who have the shadow of a heritage nature should take should not be forgotten, they want to give them to us, forms of expression, they learn the characters. This returning to their country after a week full of important memories with close friends on our return they will share with their surrounding environment they learn from those experiences and projects. Our project will be 42 participants with the Turkish group and profiles are as follows: • having to do with any branch of art and artistic work, people who are willing to do or have been involved in the local area. with an interest in youth work or people who want to work on these issues. Puppet, such as painting prone to manual skills, interests and people with the request. Never before have project experience and youth never went abroad, we want young people to be involved in our project. Social media, digital competence, attention to areas such as brochures and posters to prepare people with skills.

2016-1-ES02-KA105-007524

Heart4Art

DE AMICITIA, ES

14,404.00

ES,FI,BE,RU,UK

Xchange Scotland

Heart4Art is an ambitious youth exchange (YE) that aims to involve young people to create the street art in the multicultural atmosphere. Street art will be used as a tool to change and inspire, to move people and improve the space. The project will host young participants from four countries (including Spain) in Gijon. Youngsters will have the chance to work together with a well recognized, appreciated and rewarded graffiti team called Boa Mistura and with local artists to create a common project. In this artistic intervention participants will transform the walls of a building, offered by the municipality. The main objective of the project is to explore the talents and share ideas by raising awareness about cultural diversity through the graffiti art. The project will gather young people to learn from each other by exchanging skills, knowledge and experiences in a non-formal setting through interactive sessions with the outcome of making a piece of street art. Objectives of the project:- enable volunteers to work with one of the most creative and well known professionals in the field of visual activism as a way to raise values.- broaden young people's minds through sharing their own culture in an international atmosphere by using methods of non-formal education in graffiti art. Methods used during the training will contribute to the process of informal and non-formal learning, social and personal development of the participants and exchange of experiences and competences among their peers. Each national group will held workshop on one of the topic of training and in this way will be supported active participation of participants and learning from each other.

2016-2-IE01-KA105-016962

KCAT Art & Study Centre

Camphill Communities of Ireland - KCAT, IE

25,776.00

IE,DE,FR,UK

Xchange Scotland

KCAT Art & Study Centre is a unique project in Ireland. It is an inclusive centre for the Arts. Our main activities are a selection of full and part time visual art courses, a theatre company for actors with special needs and a studio for artists with special needs. The participants are all adults; the minimum age for the course is 16 years. We are actively open to any student, there is an average of 40 % of students with a disability or mental health issues in most groups. Throughout the year we are involved in many projects, mainly exhibitions and theatre productions. We have active connections locally, nationally and internationally (Scotland, Japan, Germany, Italy, Holland, Belgium, USA, Sweden, etc.). Most of our activities happen in our main building, but some events take place in the local community. The EVS placements are for 11 months. We are open for applications from all Programme Countries. KCAT has 3 volunteer placements: the volunteer will focus on the visual art courses, the studio and the theatre groups. The volunteers will be participating in the courses and groups, help the students and artists, assist the tutors and through that learn a lot about art or theatre, people with a disability or mental health issue and themselves. Light maintenance and cleaning work are a small part of the work.

2016-2-UK01-KA105-024827

Life Story to True Glory

Newbold Trust, UK

24,516.00

UK,PT,IT,CZ,EE,FI,SE,ES,HU

The "Life Story to True Glory" training course gathers together 24 young people from 9 different countries. The project focuses on the use of storytelling, coaching, outdoor and nature-based training elements as educational tools to tackle the issue of youth empowerment and employability. With this training course we seek to improve the level of key competences and skills of youth workers to use these innovative methods, approaches and experiential training elements as tools for youth empowerment in order to improve the quality of the work of youth organisations and to reach further into the European dimension of youth work. Through this TC we also aim to develop the quality of youth work across Europe. It is clear that nowadays one of the biggest challenges of our societies faced all across Europe is the passive generation of young people. They need to be empowered to be able to turn their ideas into actions, to strive to realise their dreams, to engage with and play an active part within their communities and societies - and of course to become more employable. Youth workers, volunteers, trainers and all those who work with young people need more creative, innovative and effective methods and techniques both to engage young people and to give them the tools to empower themselves. Through this non-formal education project we target this group and provide some solutions to this problem. The training course was designed according to the following objectives:

- To introduce innovative & creative new methods to engage young people in their lives and work and increase their chances of employment / work opportunities
- To explore different ways of recognition of learning outcomes
- To learn how to use storytelling and nature-based methods to empower young people to be more active in and responsible for their work, home & community lives.
- To improve knowledge about the Erasmus+ Youth Programme as a tool for improving the quality and enhancing the international dimension of youth work
- To enhance young people's abilities to access their creativity and sense of initiative and entrepreneurship
- To create effective & interesting CVs and learn unexpected self marketing tools
- To provide space for participants for the discussion and sharing of best practices and to develop their skills and competences.

We believe that international cooperations in the youth field are very important for this and promote the mobility possibilities the Erasmus+ Programme offers to young people across Europe and aim to enhance transnational cooperations by giving the possibility to participants to develop their own project ideas. At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people using a diverse set of storytelling and coaching methods, nature-based tools and outdoor training elements and will be better equipped to provide higher quality youth work due to their experience and use of different innovative & effective methods. This training course will be experiential and based on an interactive and participative approach. Learning from each other and learning by doing will be central to the process, as will our programme, designed to inspire creativity, active participation and a safe and exciting learning field. The project will take place in Forres, Scotland, UK from 26th November - 3rd December 2016. It is an 8 day training course with 24 participants and 5 trainers/facilitators/experts/project coordinator and logistics assistants from the following countries: United Kingdom, Finland, Sweden, Hungary, Czech Republic, Portugal, Estonia, Italy and Spain. During the training methods of non-formal and informal education will be used, with a special attention given to innovative and creative storytelling, coaching, nature-based and outdoor training elements which have been inspired by and adapted from various schools including traditional cultures, modern movements and techniques. Participants will actively learn about Youthpass and the Erasmus+ Programme.

2016-2-UK01-KA105-024898

Protecting Scotland's Biodiversity

Scottish Wildlife Trust, UK

33,645.32

UK,FR,AT,PT,ES

The Scottish Wildlife Trust owns or manages over 120 nature reserves in Scotland. Our network of regionally based Reserve Project Officers, in conjunction with locally based volunteers undertake all practical conservation work on these sites, protecting a diverse range of biodiversity and ensuring safe access for visitors to enjoy greenspaces and the wildlife they host. We are keen to build on the success of previous EVS projects which have proved highly beneficial to both the volunteers and the Trust and wish to combine our expertise in providing employability skills (work experience, knowledge and training) with our desire to work with more quality EVS volunteers who could help us deliver this vital conservation work. The aim of this project is to facilitate the further involvement of EVS volunteers in protecting biodiversity on our nature reserves, broadening their experience by offering the opportunity to participate in a number of residential conservation placements working on a broad range of habitats across Scotland. They will also be involved in enhancing access opportunities and raising awareness of Scotland's natural heritage, thus protecting biodiversity by encouraging local communities to value and conserve their local natural resources. We aim to make volunteers much more employable by providing four 12 month (and one 8 month) placements with varied work experience and training. We have selected 5 quality, motivated EVS volunteers (3 male & 1 female already identified) from 4 countries, all of whom are prepared to dedicate an extended period abroad in order to learn and find work, ideally in conservation. 3 volunteers will be based in the Highlands and 2 in the North East. The proposed activities will be: CONSERVATION ACTIVITIES - Meadow management - Control of non-native invasive species - Peat bog management - Woodland management and restructuring - Access enhancements eg repairing footpaths, hide maintenance. The volunteers would also be given the opportunity to participate in 8 residential conservation work placements on some of the Scottish Wildlife Trust's more remote reserves. DEVELOPING A SELF-LED PROJECT. Volunteers will be supported to undertake a self-led project focusing on a specific aspect of conservation. We

have a number of potential projects to offer which would add a major extra dimension to the volunteers' learning. PARTICIPATING IN ENVIRONMENTAL EDUCATION Our Highland volunteers will be encouraged to take part in and/or lead educational and awareness-raising activities such as guided walks or school visits. The aim of these awareness-raising activities is to protect biodiversity by encouraging the public to value and look after Scotland's natural heritage. We will make all necessary pre-placement arrangements including making a formal agreement with sending organisations and arranging accommodation for volunteers. Our qualified and experienced staff and mentors will provide a well supported, friendly and relaxed working environment, ideal for the learning and consolidation of new skills. We will provide all instruction, supervision, tools, equipment and transport to our work sites. We will give all volunteers an induction and keep our volunteers safe throughout the placement. All our activities are insured. We will offer time for review of progress, reflection on Youthpass activities and feedback on work delivered. There are a number of tangible benefits to this project: by recruiting volunteers for 12 months they have the time to gain a huge amount of knowledge about the conservation world over the 4 seasons, receive training, gain new skills and be much more employable whilst the Scottish Wildlife Trust can use well motivated quality volunteers to protect biodiversity on our reserves. The continuity provided by having this number of long term volunteers will allow us to achieve results not normally possible with our usual occasional volunteers. Our EVS volunteers will be high profile and we would advertise their work through our members' magazine, our website, through the wider Wildlife Trust's network and other local networks. Our group of volunteers is particularly well motivated, hungry for the chance to improve their prospects and of sufficient quality that they can take full advantage of the learning opportunities we can provide. We are confident that their quality combined with our collective conservation and project management experience will result in a successful project for all.

2016-3-FR02-KA105-012228

Samba Youth Europe

Samba Résille, FR

21,270.00

FR, UK

SambaYaBamba

The partners of this project, Samba Ya Bamba (UK) and Samba Resille (FR), are samba schools, open to everyone and campaign for an open artistic practice around Brazilian percussions in which the objectives are of learning instrumental techniques, musical repertoires, original creations and collective artistic adventures as groups of young musicians.

Samba Youth Europe is a project of young people exchanges between two partner structures which have in common the organization of workshops in Brazilian music as spaces of creativity, celebration of cultural diversity, the social and professional inclusion of the most vulnerable young people and the influence of the territories where they act.

The partners, answering to the needs for strengthening of the personal and professional skills of the young people involved in the musical learning and in the artistic adventure of their percussion bands, co-built a program of activities which plans two learning mobilities which will take place ideally during the highlights of each of both structures; during the Carnival of Toulouse in March, 2017 and during the European meetings of Samba Schools in Glasgow in Scotland in July, 2017.

This program of activities targets the learning of instrumental techniques, the acquisition of new musical repertoires, the participation in an experimental laboratory and artistic co-creation and the dissemination in front of the general public of the works resulting from these young people exchanges.

Every learning mobility plans for 6 days of non-formal training for 24 young participants and 6 accompanying people, all youth workers. These 60 individual mobilities spread between both mobilities will allow to renew the artistic, technical and managerial approaches of the participants and to contribute to strengthen the quality and the internationalization of the projects of social and cultural activities of all those concerned.

The singular educational approach opens the way to creativity, adapts itself to the participants' needs and integrates the experiences of experiential learnings through innovative digital certifications and their recognition through the Youthpass certification. This educational approach will allow to strengthen the language, digital, social and civic skills, as well as the development of the analytical mind, the initiative and the entrepreneurship of all the participants.

The learning mobilities aim to make the participants live a positive experience supporting the dissemination of good practices and results of the project to a direct target public of 128 people among the young people and the youth actors involved in the partnership and the indirect target public of 18100 people among the learners.

The steering committee of the project is comprised of the Board members and the employees of both partners. It distributed and planned all the tools and active procedures throughout the life cycle of the project around a longitudinal, appreciative and participating evaluation. Tools which guarantee a full participation of all those concerned to measure the results, the changes and the impact of the project, to give clear expression to its broadcasting and to ensure its sustainability.

This project will allow to identify the transferable good practices, locally and in Europe, which will contribute to raise the awareness of cultural enterprises in committing themselves in non-formal training so that young people win in mobility and permeability, and so that the local political powers include the strategic importance of the cultural sector in the creation of social and economic wealth for young people.

Indeed, representing 4,6 % of the European GDP for 3,8 % of the working population, the cultural sector knows a constant growth even in these difficult economic times, and everywhere in Europe, the cultural sector makes a notable contribution in terms of job creations due to its capacity to work transversally making the creative sector "an essential tool in crisis exit policies".

Thus, the activities of post-project dissemination within the cultural sector and local political instances will favor the implementation of concrete actions around pragmatic strategies of internationalization which will open opportunities of employability to the young people and new markets of spreading cultural goods and services in Europe and around the world.

The European dimension of the project will allow to envisage the sustainability of this cooperation by opening to other operators in Europe and in the world through the design of international projects of social and cultural activities which join the European Union 2020 Strategy, for an intelligent, sustainable and inclusive growth.

2016-1-CZ01-KA105-023698

Share the Right Story

Act In Ostrava, CZ

22,716.00

CZ,SI,PT,ES,HU,UK,PL,RO,IT,EL,IE,NL,FR

Newbold Trust

"Share the Right Story" is a 7-day training course aimed at youth workers, facilitators and educators active in the field of youth. It is hosted by organisation Act in Ostrava which has proven the capacity of organising international projects with its 2 successful projects in the last 2 years: SPECIAL EFFECTS: December 2014, Kapráluv Mlýn, Czech Republic - <http://trainings.salto-youth.net/4504>NATURE OF EVS: July 2015, Slunakov, Czech Republic - <http://trainings.salto-youth.net/4969>The idea for our course is born from the deep knowledge that storytelling is an incredibly powerful tool for education. It can address creativity, youth participation and employability, critical thinking and social responsibility. Europe at the moment is facing major problems. Among these, the dis-empowerment of young people who feel marginalised from society, can't find their place and don't know (or forget) how to realise their potential in life. On the other side, phenomena like hate speech and online violence (of which "cyberbullying" is only one of its aspects that affects young people directly: 52% of students experience it, and 33% receive some form of threats online. 84% of all cyberbullying takes place on facebook. Source <http://www.statisticbrain.com/cyber-bullying-statistics/>) are on the rise. Also, racism, intolerance and ignorance can be greatly fueled by storytelling – as demonstrated by the strong use that every totalitarian government has done of it. The course will take place from 17th to 23rd October 2016 and will take place in the ecocentre in Kapraluv Mlyn, near Brno in Czech Republic. It will involve 26 participants from 13 countries: Italy, Czech Republic, Romania, UK, Spain, Poland, Slovenia, Portugal, Netherlands, Greece, France, Hungary, Ireland - plus 3 trainers and 2 staff members. The main objectives we want to reach are:- to identify and understand key elements and skills for storytelling, and explore their potential benefits for learning, personal development and employability; - to analyze the increased impact that stories (and media) have on phenomena such as "hate speech", intolerance and open racism. We will discuss the new needs for awareness, ethics and knowledge that come with the social and digital era; - to explore the concept of "transformational storytelling": using storytelling as an innovative tool to address change and personal development; - to use elements of gamification to make youth work more attractive and accessible to young people (especially marginalised YP); - to create an international network of youth workers and organisations, able to use storytelling to develop skills and methods and to have an innovative impact on local levels. The activities will be based on non formal and experiential learning methodologies, all centered on different aspects of Storytelling. We will work on the most classic and traditional forms (sitting around the fire) to the most contemporary, like cinema, comics and videogames. The expected learning outcomes for the participants are: - to be trained on, and receive information about, innovative approaches based on Storytelling, illustrating specialistic concepts such as the Monomyth, the Way of Council, Gamification - and the work methodologies related to them - combining theory, practice and sharing reflections and good practice tips with trainers and colleagues;- to get more proficient in the understanding and use for educational purposes of Comics, Videogames, Board Games - all media very popular in the youth culture; - to increase awareness and learn how to better tackle in youth work their potential negative effects, as well: the risk of addiction and escapism from reality, the possible manipulation and propaganda uses that can be done by authorities, political and social actors, governments. Working with games and stories in education is our biggest passion, and we sincerely wish to see more and more people trained to use them, and as enthusiastically and sincerely as we do.

2016-2-FR02-KA105-011887

TeeNEXTers - Enhancing critical thinking for young people in Europe

Le Grand Bleu, FR

17,218.00

FR,UK,NO,ES,BE,IE

Youth Theatre Arts Scotland

TeeNEXTers (Enhancing critical thinking for young people in Europe) is a youth exchange project which will use artistic collaboration to enhance young people's ability to express their opinions. An adventure for intrepid, European and young citizens !We will gather 36 young people (6 Irish, 6 Scottish, 6 Spanish, 6 Norwegian, 6 Belgian and 6 French) aged 16-22, and 14 adults (artists, professional critiques and youth workers/leaders) for an exchange that will occur in Lille-Tournai-Kortrijk eurometropole (France and Belgium), hosted by the applicant Le Grand Bleu, during 5 days (from the 17th to the 21st November 2016). Together, the participants will reflect on the ways that can be used to pass on a message, an idea, an emotion..., through different artistic media and will explore sensitive tools to express themselves. They will be invited and guided to express their opinions in a creative way about complex, intricate, non-manichaeian issues. The project will be composed of 5 types of activities :- During recruitment and preparation (from September to November), the young people will be invited to think about and express what is important in an artistic piece of art for them, how one can relay a message, an emotion. They will get an opportunity to foster their curiosity, to question themselves and to start expressing their ideas while analysing the way they communicate. - During the exchange itself, they will discover innovative, striking, surprising artistic presentations (at least 4 pieces of living arts and 1 exhibition) at the occasion of the international, metropolitan and cross-border festival NEXT. The shows will be chosen especially for their ability to be a support for discussion, because they are audacious, sometimes provocative and very often leave the audience divided in opinion.- They will participate to critique workshops (led by 7 professional artists and critiques from different countries), using writing, image and movement to elaborate critiques, reviews or responses to these shows. They will affirm their ideas and culture and share them with the others'. This will be a chance to discover new ways of expressing oneself and to acquire new competences. It will offer them artistic tools to enhance their ability to reason, to express their ideas and emotions and to present their arguments (using language, image and body movement). It will therefore strengthen their capacity to communicate with other people.- They will also get opportunities to reflect, discuss and debate over what they have seen/lived, to foster their sense of belonging to a same world, despite their differences. They will be encouraged to express their opinions, to produce argumentation and to enrich each other's ideas through dialogue. Those moments will train young people to build analytical minds and therefore, encourage pluralism and prevent one-track thinking.- Finally, we will share the results of the project (that is to say some tools about how one can use artistic practice to express an opinion) with local audiences and professional networks, in order to promote critical thinking with exercises or games than can be used by/with young people. We want to advocate the idea that artistic practice can be helpful to express opinions and feelings and therefore be a key for social and political change in Europe. With

TeeNEXTers, we aim at reaffirming that freedom of thought and freedom of speech are core values in Europe. As we are all working with and for young people, we aim to foster their self-confidence, their ability to take a stand and to express their ideas through innovative ways.

2016-3-UK01-KA105-035212

The Heart of the Story

Coyote Initiatives CIC, UK

29,398.00

UK,CZ,IE,PT,TR,EL,IT,HU,FR

"The Heart of the Story" is an 8-day training course aimed at youth workers, facilitators and educators active in the field of youth, hosted by the organisation Coyote Initiatives CIC.

The idea for our course is born from the deep knowledge that storytelling is an incredibly powerful tool for education. It can address creativity, youth participation and employability, critical thinking and social responsibility.

Europe at the moment is facing major problems. Among these, the dis-empowerment of young people who feel marginalised from society, can't find their place and don't know (or forget) how to realise their potential in life.

On the other side, phenomena like hate speech and online violence (of which "cyberbullying" is only one of its aspects that affects young people directly: 52% of students experience it, and 33% receive some form of threats online. 84% of all cyberbullying takes place on facebook. Source <http://www.statisticbrain.com/cyber-bullying-statistics/>) are on the rise.

Also, racism, intolerance and ignorance can be greatly fuelled by storytelling – as demonstrated by the strong use that every totalitarian government has done of it.

The course will take place from 20th – 28th May 2017 and will take place in the workshop centre Newbold House in Forres, Scotland. It will involve 24 participants from 9 countries: Czech Republic, France, Greece, Hungary, Ireland, Italy, Portugal, Turkey and United Kingdom - plus 3 trainers and 2 staff members.

The main objectives we want to reach are:

- to identify and understand key elements and skills for storytelling, and explore their potential benefits for learning, personal development and employability;
- to analyse the increased impact that stories (and media) have on phenomena such as "hate speech", intolerance and open racism. We will discuss the new needs for awareness, ethics and knowledge that come with the social and digital era;
- to explore the concept of "transformational storytelling": using storytelling as an innovative tool to address change and personal development;
- to use elements of gamification to make youth work more attractive and accessible to young people (especially marginalised YP);
- to create an international network of youth workers and organisations, able to use storytelling to develop skills and methods and to have an innovative impact on local levels.

The activities will be based on non formal and experiential learning methodologies, all centred on different aspects of Storytelling. We will work on the most classic and traditional forms (sitting around the fire) to the most contemporary, like cinema, comics and videogames.

The expected learning outcomes for the participants are:

- to be trained on, and receive information about, innovative approaches based on Storytelling, illustrating specialised concepts such as the Monomyth, the Way of Council, Gamification - and the work methodologies related to them - combining theory, practice and sharing reflections and good practice tips with trainers and colleagues;
- to get more proficient in the understanding and use for educational purposes of Comics, Videogames, Board Games - all media very popular in the youth culture;
- to increase awareness and learn how to better tackle in youth work their potential negative effects, as well: the risk of addiction and escapism from reality, the possible manipulation and propaganda uses that can be done by authorities, political and social actors, governments.

Working with games and stories in education is our biggest passion, and we sincerely wish to see more and more people trained to use them, and as enthusiastically and sincerely as we do.

Key Action 2

Capacity Building in higher education

2016

574065-EPP-1-2016-1-UK-EPPKA2-CBHE-JP

Common Good First - digital storytelling for Social Innovation

The Glasgow Caledonian University, UK

999,880.00

UK,ES,NO,ZA,DK,IS

In order to support and grow the emerging South African social innovation sector, we will create a digital network – Common Good First - to capture and showcase social impact projects in South Africa, connecting them to each other, academics and HEIs around the world. In doing so, we

will also address the issue of the 'digital divide', as identified by the country's National Development Plan 2030 (2013), by supporting the growth of e-skills among community groups, including innovative digital storytelling modules which will be co-designed and taught by young people in our partners HEIs and community projects. Based on the high usage of mobile phone technology in South Africa, we will ensure that these platforms are at the heart of our content and application development. •We will actively promote and support University/Enterprise cooperation, based on deep knowledge of the digital landscape in SA, so as to promote take-up of web and mobile technologies in the region, in line with government objectives •We will create an online directory of innovative social projects for learning and teaching, as well as offering opportunities for community engagement to students in South Africa and EU•This resource will also connect our community projects to potential funders and sponsors•We will create modules in digital storytelling for both student engagement with the wider community, and community projects themselves, and roll these out in mobile labs in three SA provinces, focusing on rural, peri-urban and urban locations•Co-operation and collaboration will be developed between universities in the northern and southern hemispheres around social innovation, digital literacy and community engagement.The ultimate vision for Common Good First is to roll out the platform (and associated teaching modules and social innovation resources) more widely within Africa, Europe and beyond.

Strategic Partnerships for adult education

2014

2014-1-PL01-KA204-003034

ACTING UP

36,6 Competence Centre, PL

281,267.00

PL,UK,PT,FR,IT

Glasgow Clyde College

ACTING UP addresses the problem of low level of participation of adult learners in lifelong learning. The project aims to exploit the potential of drama techniques to increase the motivation of adult learners. The methodology will foster the work of trainers and counselors supporting the adult learners. The programme will be implemented in 5 EU countries: Poland, UK, France, Italy, Portugal.

The project sets the objective to engage adult learners (especially those low-skilled with fewer opportunities) in continuing education through the use of drama techniques and up-skill them to find proper education and employment pathways.

ACTING UP focuses on two target groups:

- firstly, it will address adult educators, trainers, vocational counsellors, and socio-cultural practitioners who will be trained to use drama activities as pedagogic method to support vulnerable adult learners
- secondly, it will address adult learners at particular risk of exclusion, those who require up-skilling or re-skilling, often affected by unemployment, restructuring and career transitions, and contribute to social inclusion, active citizenship and personal development

The activities of the project include:

1. Research activity: development of European Guidebook on best practices on the use of theatre as a methodological tool
2. Development of the Course curriculum and materials of drama course for teachers. Workshops for group of 25 trainers/ teachers/counsellors who will apply ACTING UP methodology to their work (5 people per country)
3. Digitalisation of the training content and materials into VLE (Virtual Learning Environment) to support a wider audience and make the training materials more widely available to other counsellors across the sectors.
4. Designing the course for beneficiaries. The trainers involved in the project, once trained, will design a course for adult learner at risk of exclusion using the drama techniques.
5. Piloting the drama workshops by trainers in Poland, France, Italy, Portugal and UK. Exploiting drama as tool to motivate and engage adult learners. In each country 30 participants will be engaged. A final performance will be delivered at the end of the pathways.
6. Setting up and proceeding with Evaluation
7. Dissemination and Exploitation the project results. It will include producing promotional materials such as leaflets, project website and development of the dissemination reports. Local small scale multiplier events will be organized in participant countries. At the end final conference to disseminate the outputs to for national adult education providers, policy makers and representatives from local government and national funding bodies will be organized in Lodz, Poland.
8. Management and coordination

The objectives to be reached at the end of the piloting phase are the following:

- Teachers / trainers / counsellors will integrate theatre techniques in their work methodologies to support vulnerable adult learners;
- Adult learners at risk of social exclusion (low-skilled, unemployed NEET)

- a. life skills (creative problem solving, decision making, visualizing goals)
- b. social skills (respect, confidence, self discipline, intrapersonal and interpersonal skills)
- c. work skills, such as: cooperation, collaboration, punctuality, dedication, concentration, acceptance of disappointment, adaptability and attention to nuance

2015

2015-1-TR01-KA204-021516

Participation of Refugees into Social Life

Uluslararası Sanat Egitimcileri Dernegi, TR

133,805.00

TR,IT,NL,ES,UK,PT,NO

European Development Innovation Network

Many people flee from their countries and refuging to other countries because of the problems such as civil war, economical problems and their sexual choices. These fugitive people face by many difficulties during the compulsory migration. Besides health, education, accommodation and safety problems they also face by the problems of cultural differences. These people's traditions and life styles are very different from the country's cultural values which they have refuged. Because of this, a lot of problems are seen during the integration period. The other problem; refugees face by is the prejudices of the refuged country's people. Our main objectives we have set in line with these issues are;

-To specify and work on issues related to refugees and asylum-seekers in Project partner countries to help understand the settlement and integration processes and models of good practice. - To enlighten the public and to provide support with the purpose of better understanding of these issues and produce solutions to problems, by using media and communication instruments -To work in order to create awareness and sensitivity in society related to refugees and asylum seekers to improve cohesion in host communities - To examine countries practices around ending support for asylum seekers whose claims have been fully refused until they can either submit further evidence of their case, sign for voluntary return or be forcibly removed from the partner country. - To help the individuals to understand the traditions and the values of the society they live in and provide them an opportunity to present their own - To share among all the participants their national identity and historical, cultural and natural heritage promoting the knowledge of the regions of partner countries and of the refugees -To develop the skills of the participants: adults, learners to use ICT and convince them of the opportunities created by the use of new technologies

We are 7 NGOs who constitute the base of the project going to study on these issues. Project coordinator USED(Turkey) has been working in the field of art education. USED provide support to refugees who want to study related to art in association by creating appropriate working environment. EDInet is a Scottish-based social enterprise providing expert advice in strategy development, strategic planning, consulting, recruitment, policy, funding, training and evaluation for organisations in the public, private and third sectors. SECURIO's general context is to be determined as relations development between European organisations active in cultural, educative and R&D domains. Specifically SECURIO is also promoting the use of the Internet as a world wide communication tool, especially for Intercultural events within the European Community and hence in the European Union. DEMÀ works in several areas in adult education, particularly in the field of labour and social integration, training for trainers; development of active citizenship, pedagogical and methodological research, etc. Arte-Via Cooperative is organising events such as readers communities, international seminars, writing contests, art exhibitions and multimedia performances. PROMIDEA COOPERATIVA SOCIALE(Italy) is experted about social inclusion of immigrants and refugees and linguistic cultural mediation and interpreter for years. Also, there are lots of refugees in their region. Therefore, PROMIDEA COOPERATIVA SOCIALE will be responsible about language teaching to refugees with their methods. Intermezzo Ungdomsorganisasjon is experienced in cultural and social integration of people. They are also experienced for workshops. They will be responsible for planning against racism and prejudices.

100000 people are expected to participate in activities directly and indirectly;-project partners staff and volunteers. -learner groups. -people who participate in activities like workshops and seminars. -people who watched project public service ad film. -people who participate in exhibitions. -people who reach art book. -social media users. -people who participated in festivals.- people who participated in awareness actions. people who reads project news on local newspapers and internet.

We are going to help the refugees as the learners by organizing activities such as art, culture and seminars to integrate them culture of the country which they have refuged. The local public will take part during our project period. We provide people to get info about refugees by organising conferences seminars and work shops to minimize prejudices.

We will work on our aims in the process of project.

We are going to study through the aims that we have determined with our partner countries. Our purpose is spreading our project for long years by achieving awareness actions, dissemination activities and institutional, political, financial, sustainability works in Erasmus+ dimension. So that we are going to provide a long lasting project.

2016

2016-1-UK01-KA204-024505

Curricula for culture volunteers and managers in sparsely populated areas

Voluntary Arts Network, UK

273,130.00

UK,HU,DK,PT,PL

BACKGROUND During the last years, we have seen more political and public interest for reviving the rural and sparsely populated areas and to counter the current migration from rural to urban areas. One of more ways to counter this trend is to provide more available and involving arts and culture activities with added community values. To secure cultural sustainability in these areas, we need to strengthen the "citizen help citizen" or "peer to peer approach", where civil society associations from the cross-cultural sector of amateur arts, voluntary culture, and heritage are engaged. **AIM AND OBJECTIVES** The overall aim is to improve the competences of the voluntary associations and their volunteers to provide enlivening arts and culture opportunities in the sparsely populated communities with an added value for civic and democratic participation, community bonding and local identity. The objectives are 1) To develop innovative ways of outreach to citizens engaged in arts and culture to become resourceful culture volunteers. 2) To develop high quality courses tailored to these groups on how to organise cultural activities with an added community value. 3) To develop the competences and skills of the voluntary associations to support volunteering and cooperation with stakeholders. 4) To develop appropriate methods to assess the involved knowledge, skills and attitudes to fulfil such demanding voluntary work. **OUTLINE OF ACTIVITIES** The innovative dimension of this project is its integrated adult education approach, where we will: 1) Complete local field surveys of the current competence profiles of culture volunteering to get a baseline as well as state of the art examples for the succeeding development work; 2) Develop an integrated curricula frame for culture volunteers as well as culture managers to provide enlivening cross-culture activities with added community values. 3) To design and test a series of national pilot courses for culture volunteers and managers in the varied contexts of the partner countries. 4) To design and test new Erasmus+ pilot courses for culture volunteers as well as culture managers with the aim to offer sustainable Erasmus+ training events as well as high quality national courses after the end of the project. 5) To provide a Communication

Portal with desk research and other supporting information about the issues of the project as well as presentations of the project's pilot work and outputs to the virtual audiences. THE PARTNERSHIP CIRCLE includes • two national umbrellas for voluntary culture: Voluntary Arts Network in United Kingdom and Cultural Councils in Denmark; • one national association for liberal adult education: The Hungarian Folk High School Society; • two organisations from the liberal adult education and NGO work, with expertise in field research and curricula planning: Foundation of Alternative Educational Initiatives in Poland, and Interfolk, institute for Civil Society from Denmark; • one public body, the Municipality of Lousada, Portugal. • Furthermore, ActKnowledge from New York will be involved in the pilot work as external evaluator to incorporate the Theory of Change methodology in the impact evaluations. This multilateral partnership circle with a huge dissemination potential represent a transnational European totality of varied expertises and experiences in the field, which we cannot find in just one of the countries. IMPACT The tangible impact will be sustained by: 1) Embedding: The project partners will anchor the provision of regional /national courses in their future activities, and cooperate to offer Erasmus+ courses after the end of the project. 2) Multiplication: Other voluntary culture organisations from the participating countries will in co-operation with projects partners or alone replicate the courses; and some associations from other EU countries will incorporate it in their own practise. 3) Mainstreaming: On-going dissemination during the project, involvement of multipliers and follow-up initiatives to the indirect target groups will promote continued interest and support after the funding period in the wider European community. The intangible impact includes changes of attitudes and values on: 1) Individual level / the course participants and their immediate environment: - New learning perspective on their prior learning and competences and skills as resourceful volunteers. - Enhanced awareness of the benefits of voluntary arts and culture for the local communities. 2) Organizational level / the voluntary arts and culture associations: - Insight in the need for upgrading the competences of their key staff. - Enhanced community engagement and insight in the societal benefits of the activities. 3) Stakeholder level: - New insights that revival of rural areas are not only a question of economic conditions and infrastructure, but also of more available arts and culture and the involvement of civil society actors.

Strategic Partnerships for higher education

2014

2014-1-LI01-KA203-000025

CRAFTING THE FACADE: Reuse, Reinvent, Reactivate

Universitat Liechtenstein, LI

343,175.00

LI,UK,NL

Glasgow School of Art

The strategic partnership „CRAFTING THE FACADE: Reuse, Reinvent, Reactivate" is directed and coordinated by the University of Liechtenstein, Prof. Urs Meister and DI Carmen Rist-Stadelmann. The aim of the partnership is to establish an intensive cultural and social exchange between the participating students and teachers of the three partner Universities, the Academie van Bouwkunst in Amsterdam, the Mackintosh School of Architecture in Glasgow, and the University of Liechtenstein, concerning the subject of building envelopes and the concerned architectural traditions.

The project „CRAFTING THE FACADE: Reuse, Reinvent, Reactivate" fosters an interdisciplinary approach that enriches the focus on architectonic and constructive notions with cultural, social and economic issues that promote the discussion on structural and material aspects within the European building tradition.

With the definition of three terms reuse, reinvent and reactivate, a clear emphasis is placed on the existing and future building culture. Reuse analyses existing constructions, components and building materials. Reactivate is concerned with traditions in craftsmanship and technical aspects. With reinvent, we learn from existing buildings and try to take advantage for the future. Against the background of the climate change and the current need for resource efficient building, these fields of research allow defining the design of building envelopes in an innovative way and to meet the targets of the strategy 2020 of the European Commission.

The programme consists of three parts: education, research and results. In the participating Universities, existing teaching modules are combined with new elements that create a whole new environment. In education, design studio are supplemented with the joint workshop that is dedicated to prototyping in scale 1:1. In research, a parallel topic is explored and documented on the interactive e-learning platform. During the whole project, results of the design studios, workshops and excursions are linked in an annual symposium and gathered in a series of publications. This allows to call attention internationally towards our building culture which is of utmost importance in teaching architecture, for the building industry as well as in politics.

The program is open to twelve Bachelor- or Master students per Partner University per year. Knowledge of the general background, a thematic focus on the content in the previous studies, the amount of study semesters, language skills as well as the attendance of the design studios and courses in the respective University are requirements for the participation in the programme.

All products resulting from the design studios, research activities, workshops, excursions and symposia are gathered in a series of three annual publications and documented on the e-learning tool. These sources serve as a unique library of knowledge for a general public as well as students, teachers and professionals in the realm of architecture. This will enrich the professional discourse about facades and the importance of the building envelope in a technical, cultural and social context and therefore be of enormous interest for the development of the building culture within the European community.

2014-1-SE01-KA203-000922

Creative Industries Global Network

Linköpings Universitet, SE

239,570.00

SE,BE,DE,UK

University of the West of Scotland

The focus and structure of the three-year Creative Industries Global Network, (CIGN) project is as follows:

1. To develop a lasting and sustainable International network between key Higher Education Institutions, employer organisations and Sector Skills Alliance Partners, (SSA's) to identify future skills gaps in the area of 'Cross Media Design and Production'.

Following this and in consultation with key stakeholders develop innovative modular content, training activities and workshops and provide opportunities for dissemination of this research through existing and developing media technology platforms.

2. The lead partner in the project will be Linköpings Universitet, (LiU) Sweden. The other partners are, Hochschule der Medien, (HdM,) Stuttgart, Arteveldehogeschool (AhS), Gent, Belgium, and The University of the West of Scotland, (UWS). A fourth, silent partner, Ryerson University in Toronto, Canada, will also be involved in the partnership on a consultancy basis.

Project Activities will include the following:

In the first year of the project there will be an identification and consolidation of common areas of practice between partner institutions, and the development of staff training workshops. Meetings will take place with steering group partners and key industrial and sector skills alliance partners, (SSAP's) and in order to provide training opportunities in line with individual requirements which may include:

- Identifying opportunities for sharing and using new pedagogical methodologies for international cooperation.
- Reviewing opportunities for participatory approaches to learning and teaching, including the implementation of distance and blended learning techniques.
- Integration of new technologies where appropriate.

In the end of the first year and into the second year of the project, we will identify and develop modules across the partner institutions. Proposed titles could include:

- International Professional and Entrepreneurial Practice
- International Creative Practice
- International Opportunities for Engagement in Placement and Work Related Learning
- International Collaborative Projects
- International Language modules
- Modules with the topic of Cultural Diversity Modules

In the second year, the partners will also investigate opportunities for both local and inter-institutional dissemination of findings. (This includes engagement with international SSAP's and awarding bodies.) A second staff training workshop exploring best practice in assessment will also be held.

Also in the second year of the project, opportunities will be created to disseminate (developed) modules to the international student body via a series of short-courses in partner institutions. Modular titles (ECTS Credit bearing) will be offered to students and involve periods of staff exchange and on-line student engagement. This is aimed at encouraging inter-institutional mobility, new modes of international deliveries and the exchange of best and innovative practices in the areas of language, culture, collaboration, creative/professional practice and employability.

In Year three of the project, activities will center around the revision/dissemination of project findings and allow for the preparation of conclusive reports, initially to all parties who have been involved in the project, but as importantly, through web and social media platforms to future global collaborative partners.

The intended results of the practice-based research project and resultant activities would encourage the following for both staff and students:

- Increased awareness of intercultural and international opportunities within their own subject area
- Increased awareness of entrepreneurial and employability opportunities in both local and global communities
- An understanding of cultural differences when approaching practice-based solutions
- Opportunities to investigate collaborative practice in an international context and
- A greater understanding of international credit bearing systems, validatory bodies and quality assurance systems.

2015

2015-1-LT01-KA203-013487

Clustering Creativity

Vilniaus Gedimino Technikos Universitetas Viesoji Istaiga, LT

131,895.00

LT,LV,UK,DE,HR

Edinburgh Napier University

Despite of rising new media study programs at higher education institutions, there is a gap between an education meeting the challenges of digital economy and emerging new creativity based business models and digital literacy in creative media.

The reason for this is lack of synergy between higher education institutions, online marketing professionals and students as future creators of new media products. In order to cope with this lack of synergy there is a need to strengthen interaction between academia, business including SME's that needs creative solutions and effective online marketing; online marketing professionals that needs orders and creativity based solutions to experiment with new business models.

The aim of the project is to stimulate synergy among universities, Internet marketing companies and students in order to empower Cultural and Creative Industries for the creation of jobs in new media market.

In order to reach the aim, the following objectives will be met in the project:

- 1) To create international new media community integrating students as a new media creators, online marketing companies and educators in order to support faster employment of new technologies based business models.
- 2) To prepare students to participate in the media community by strengthening their skills to create and market profitable media products, in order to full fill the emerging needs of SME's and social business.
- 3) To create an internet platform as a place for new media community to interact: for students to share ideas and media products and to develop entrepreneurial skills; for educators to support students and to establish the possibility for students practice in the work world; for internet marketing companies to stimulate the usage of new advertising technologies; for other SME's and social business to get more affordable media products.
- 4) To create the conditions for new media students during their studies in higher education institution to acquire recognized by business knowledge and skills of media production and marketing including advanced internet advertising and sales technologies needed in contemporary business market.

The main beneficiaries of the project: 200 students will study the online marketing module (Q1); 75 enterprise representatives from national seminars in project partners' countries and 100 conference members will be invited to become members of Creator Hub community and will be able to hire students in order to develop online marketing products, to learn from each other.

Community of creators will be developed in the Creators' hub (online integrated platform) that will be supported by students with improved digital skills gained in newly established online marketing module. This module will be created by teachers and partners from business and will integrate offline marketing theories with online marketing realities and specific digital skills.

Outputs/results:

1. Internet based platform for new media community where students portfolios, product requests and job opportunities, and self studying e-learning materials for creators will be presented.
2. Developed module of integrated new media production and marketing technologies for Bachelor level study programs that will be recognized by business professionals and fulfill the emerging market. Module will be tested in working with students internationally.

Following longer term benefits will be achieved: new opportunities will be created for students - they will be able to gain new competencies including: how to collaborate and participate in business market by fulfilling the orders of small SME's and NGO and to earn money, as well as to develop entrepreneurial skills and to increase employment possibilities.

Higher education institutions - will enhance the quality and relevance of the Creative and Cultural Industries' study programs offering expansion by contemporary online marketing issues and digital skills., supported by collaborating learning approaches. Training of students will develop new and innovative approaches including the best practices from business world and expanding them with academic approach. Also student will be ready to certify according business standards. Created platform as an open educational resource (OER) will provide students with an opportunity to enlarge the ways of entrance to CCI work world.

Project will have results for digital economy as well, thus students will enter business market with higher competencies.

2015-1-EE01-KA203-013474

Modernising European Higher Music Education through Improvisation

Eesti Muusika- ja Teatriakadeemia, EE

347,675.00

EE,UK,FR,FI,NO,SE,NL,RO,DE,LT,BE,ES

Royal Conservatoire of Scotland

The 'Modernising European Higher Music Education through Improvisation - METRIC' project wants to contribute to improving the employability of future music graduates through the artistic, pedagogical and entrepreneurial development of higher music education studies in the area of improvisation as a response to the rapidly changing employment situation in the music profession.

In performance curricula of higher music education institutions all over the world, improvisation training is increasingly seen as a crucial component because of the following reasons:

- Changes in the role of music in society at large lead to rapid developments in the music profession. The increased interest in a variety of musical styles by music listeners and a decrease of state support to arts generally are examples of these developments. As a result, a shift from fixed types of employment to a situation where musicians are self-employed and combine various professional activities in the form of a portfolio career can be seen all over Europe. The future music profession needs musicians that are flexible in working methods, musical styles and able to work in different professional contexts. Improvisation is seen as a significant skill in the music profession, giving the musicians better opportunities for finding jobs in a wider spectrum of music styles and contexts as artists, teachers and community musicians.
- In the 21st century, improvisation is seen as a crucial pedagogical tool for the training of transversal skills, which are fundamental for future musicians. Reflective attitude, peer-learning and team working are basic principles for improvisation practice and these are exactly the skills that will support the musicians to prepare themselves to be reflective participants in their portfolio careers. Therefore, the partner organisations of this project find improvisation to be a vital tool for modernizing higher education in the area of classical music. To support this, strong courses on improvisation need to be developed in higher music education institutions, as they will have a relevant role to play in the mainstreaming of improvisation and its pedagogical and artistic benefits to the professional musician's training.

The project brings students, teachers and leading experts together from different musical backgrounds in 13 European higher music education institutions to develop new and effective approaches and methods on the teaching of improvisation, both from an artistic and pedagogical as well as a professional integration point of view. Teaching staff will be updated or re-trained with information on innovative teaching and learning methods, leading to higher quality teaching. This will result in an increased awareness and understanding of the potential of improvisation in the participating institutions and, through a set of targeted dissemination activities, the higher music education sector at large. Eventually, this will lead to improved employment opportunities for future music students.

The project will implement the following activities:

1. A series of working group meetings meeting twice a year to develop intellectual outputs in the form of new teaching and learning (online), and assessment methodologies in improvisation.
2. The organisation of two Intensive Study Programmes (ISPs) where students and teachers can meet around specific themes. The role of these ISPs will be central to the developmental function of the project, as they will further develop and test the intellectual outputs developed in the working groups.
3. A joint staff training event for teachers taking place once with different groups of teachers to address new teaching and learning (online) methodologies and assessment approaches and to compare international standards of educational and artistic outcomes. Teaching staff will also be trained to become international external examiners for assessments in improvisation.
4. The development of joint European Modules in Improvisation through a series of working group meetings. These joint European Modules will ensure that the expertise available in the partner institutions will be pooled into a programme of the highest educational and artistic quality, and provide future sustainability to the activities through a structured future use of ERASMUS+ KA1 funding.
5. The activities, outcomes and the impact of this strategic partnership will be evaluated through various means so that evidence is created that the cross-border approach of the consortium is truly providing an added-value to the development of the institutions at national level only.

Through the involvement of the European Association of Conservatoires (AEC) representing around 300 institutions worldwide, the progress and results of the partnership will be widely disseminated as a model of curricular innovation through cross-border cooperation and expected to have a wide impact on the higher music education sector at large.

2016

2016-1-HU01-KA203-023027

A zenpedagógiai gyakorlat kreatív utakon történő megújítása a kodályi alapelvek mentén Magyarországon, Hollandiában és Skóciában

Liszt Ferenc Zeneművészeti Egyetem, HU

246,938.00

HU,UK,NL

National Youth Choir of Scotland; Royal Conservatoire of Scotland

Three leading European music universities (Liszt Academy from Hungary, Royal Conservatories of the Haag Holland and that of Scotland) form a strategic partnership with the objective of creating a new music teaching curriculum for primary school music teachers, as well as to elaborate a new didactics material with a modernised music repertory following the principles of the renowned Kodály pedagogy. The project intends to fill the need of new teaching ways in music, especially in the most susceptible age group of children (5-10 ys), who usually receive 1 music lesson/week from the general class teacher who have no skills and training to teach specialized subjects, and have a very vague music repertory (except some specialised music primary schools in Hungary). There is no modern curriculum or specific content for music education in primary schools yet. The current teaching methodology is based on the passive attitude of the pupils, focuses too much on theory rather than creating an atmosphere where the kids can actively be involved in music making, while having a "positive flow". That's why currently music lessons are among the most denied and disliked subjects. Why should anyone like or make music, is there any benefit? Why is it important to start music education in early childhood? The key is the proven benefits of music, the so called "musical transfer effect". Those children who receive appropriate music education in their early ages will have more developed cognitive functions, linguistic, arithmetic skills, fine motoric capabilities, will possess a more open social attitude, more autonomous thus flexible personality compared to those children who received no music education. Therefore the stake is the quality of our future society. The innovation of our approach lies in the new approach of two new models which connect creative movements with singing and music listening, as well as applying elements of the pedagogy of Klara Kokas, a Kodaly alumna, who developed a new, children-focused holistic approach combining music listening with free movements. The two models truly reflect the findings of how active participation in music making, be it through instinctive movements, improvisation, etc. enhances the understanding, absorption of music. A recently finished pilot scientific study in Hungary serves as a starting point for the job of creating new didactics based on these models. In parallel the critical review of the current learning materials and music repertoires used in primary schools will be completed along with importing new pieces. The pieces have to serve the needs of the children of the digital era, to help their joyful involvement in music lessons, via using carefully selected, high-quality music listening materials of various genres with analysis, authentic folk pieces of the given countries, singing games and choreographies. This will be executed by experts and students of the 3 HEI partners, the first steps being done through Intensive Programmes in each seat. The materials (cca 900 items by the end) will be tested in a population of children of primary school age and their teachers coming from partner institutions who have been invited by the HEIs in each countries. These partners (HU: a primary school, NL: Vocaal Talent, SC: NYCoS) have children choirs as well as CPD programmes, so the testing procedure could be extended to practising teachers, too. A new IOS platform based app (KODA) developed specifically for music teachers with features like games for developing musical writing, reading skills, and a lesson-planner will be used. The third intellectual output is a special platform, the Kodály-hub which will be designed to meet the unique needs of music educators. All other intellectual outputs will be uploaded to the Kodály-hub throughout the project and will be made publicly available. This hub will act as a center for updated music education information, methodology, didactics, it will be open for new partners, countries to upload new contents, good practices upon a careful professional pre-check of the materials' conformity to the Kodályian principles. This hub will also be used as an effective dissemination tool, though other regular dissemination channels will be promoted as well. At the end of the 30-month project 3 consecutive multiplier events will be organised in all 3 countries where apart from educators, policy makers of schools educations will be invited. The sustainability will be secured by the future implementation of the Erasmus Mundus Joint Master Degree and by inviting more and more new educators, partners, countries to upload their materials to the Kodály-hub from all over the world. The major impact of the project is to bring up a new, fully competent well trained and musically inspired generation of music teachers, therefore children can receive regular and high quality music education as part of their primary school curriculum.

Strategic Partnerships for school education

2014

2014-1-UK01-KA201-000226

Art Nouveau - Art Renouveau

Wellington School (Ayr) Ltd, UK

358,090.00

UK,RO,SI,BG,DE,FR

Art Nouveau - Art Renouveau: a century ago a common artistic movement spread across Europe from the Atlantic to the Black Sea. This project will examine the Art Nouveau movement in its philosophical and historical context and will draw on its theories and extend them to make them relevant to today's young people. Beauty of function and design will be applied to the creative process and pupils will learn to use recycled materials and the natural form to produce an Art Renouveau house, reexamining the 'total' art style and applying it to the contemporary world.

The project aims to improve young people's attainment in the areas of literacy, numeracy and science. Transversal skills will be fostered and emphasis will be placed on the development of digital skills, linguistic competence and entrepreneurship. Promoting creativity and the arts in a world which is driven by the material and the technological will add to the personal development of all participants. A major aim of the project is to contribute to the construction of Europe by bringing young people together to learn, collaborate and socialise together.

There are six partner schools from Bulgaria, France, Germany, Romania, Slovenia and the UK (Scotland). Art Nouveau was an important movement in each country and pupils will observe common threads and local interpretations of the style. In each school, as many pupils as possible will be involved in the project through embedded activities. Teachers, parents, management and the local communities will all be involved. Each year a core group of pupils and staff in each school will follow the project more closely and will cascade to their peers after each Transnational Learning Activity. This core group will not necessarily be the same pupils each year; as pupils leave the schools, they will be replaced by younger ones. The participants come from a wide range of socio-economic backgrounds and from differing geographical locations.

The activities include local and European research into the Art Nouveau movement; exploration of the natural within the local environment with the aim of designing new objects using recycled material drawing on influences in the natural world and thus respecting the theories of the Art Nouveau movement; the development of multi-lingual Town Trails to help young people to discover Art Nouveau in the local environment; enterprise activities which will encourage pupils to design, produce and market stock for school craft fairs; production of a short film in Paris based on Art Nouveau locations; an e-book to showcase results and an itinerant exhibition at the end of the project.

The methodologies used will vary according to the activities. There will be some classroom based learning which will be teacher led. Participants will be expected to undertake individual research, which will be guided by staff. The creative elements of the project will be led by local experts in photography, stained-glass, wrought iron work, film. The hands-on elements of this will allow pupils to develop their creativity under the guidance of professionals and will give them an insight into the working environment of artists. Through blogs, Prezi and film, pupils will learn to work with digital technology and prepare output for a formal audience.

By the end of the project, pupils will have a greater understanding of their common European cultural heritage. They will understand the importance of art and artistic movements in our common history. Through planning and organising TLAs, they will learn about events management and improve their employability. Fine motor skills will improve due to the manual dexterity needed to make objects for the Art Nouveau house. Participants will have improved their literacy skills in their own tongue and in other languages and their presentation skills should be better. These will all improve their chances of accessing higher education and the world of work. Through the exchange of teaching material, observing each other work and discussions of teaching practices in each country, teachers will have reflected on and improved their own practice. By uploading teaching plans and strategies for this project to the web, they will have shared good practice with the wider community.

In the final year of the project, pupils will have the satisfaction of seeing the tangible results of their work over three years - an e-book, a film, an exhibition, a blog and website, Town Trails, Prezis, E-Twinning site, etc. Those who have taken part in TLAs will have started building their Europass portfolios. All participants should be more confident in working in a multilingual and international environment. This should result in a greater uptake in new international projects in schools and in greater mobility future students at European universities.

2015

2015-1-ES01-KA201-015807

Open The Doors - New Directions in NEET prevention through teacher capacity building

Associació Educativa Vall del Terri, ES

159,604.00

ES,NL,CZ,UK,RO,PT,HU

University of Glasgow

Open The Doors - New Directions in NEET prevention

“Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.”

Commission, Entrepreneurship Education: A Guide for Educators, 2013

NEET youth is becoming one of the most important challenges to the European societies and increasingly will be.

Drop-out and early school leaving will increase, as schools are falling more and more behind the cultures of 21st century youth.

Most NEET prevention measures are based on the unfortunate assumption that potential NEETs are not able to learn, to work intellectually or to develop educational or labour market relevant competences. This is why most of these settings are based on a practical and manual work.

Ironically this means that NEET prevention can result in learning prevention.

Potential NEET youth and NEET youth are indeed able to develop strong intellectual and learning capacity, given the proper opportunities and learning settings.

It is an important element in the open the doors to community didactics to break through this inertia of depressed mentality in NEET prevention environments – including all levels of those environments – by inviting different kinds of players from other sectors, and with different mentalities, to join and engage in the projects and activities created with and for the youth groups.

To create new capacity in NEET preventions to support the learning of 21st century competences among the young people, Open the Doors needs to address and work with the professional staff in these settings, mostly teachers, social educators and youth educators.

The educational professionals are the gatekeepers of innovative didactics, allowing potential NEETs to re-engage in learning and initiative-taking.

Therefore Open the Doors is missioned to create new didactics for NEET prevention THROUGH building 21st century didactic capacity among the professionals.

IN CONCISE FORM THE PROJECT WILL BUILD 21ST CENTURY NEET PREVENTION CAPACITY AMONG NEET PREVENTION EDUCATORS THROUGH ENGAGING THEM IN CONCRETE PROJECTS WITH THE YOUNG TEAMS AND THE COMMUNITY, BASED ON THE PROJECT'S 5 FUTURE-ORIENTED METHODOLOGIES: REAL-LIFE LEARNING, LEARNING IN MIXED REALITIES, WORKING WITH COMMUNITY, ENTREPRENEURIAL INITIATIVE-TAKING AND USING CREATIVE TECHNOLOGY.

The capacity building of the educators will result from the interaction between such practical experimentation and the collective reflections systematically included in the project.

The DOCUMENTATION of project's extensive capacity building among participating educators will generate NEW KNOWLEDGE, on which the project's final outcomes will be based – offering rich didactic guidance to a wider audience of NEET prevention educators across Europe.

In summary the objectives pursued by Open the Doors therefore are:

- To create new capacity in NEET preventions by working with the professional staff in the prevention provisions, mostly teachers, social educators and youth workers
- To innovate in the didactics of NEET prevention by applying the 21st century entrepreneurial learning, linking the youth interest with the community needs and creating practical learning processes
- To build capacity among NEET to re-engage in learning, community and work
- To link this new experience to the education institutions responsible for training the new generations of teachers and youth workers
- To upgrade the recognition of the NEET prevention institutions
- To produce experienced based documentation to share among education institutions in order to unify the criteria in NEET prevention

Open the Doors builds on and offers 3 major pillars of innovation:

- Teachers' competence development through the dialectics of practical real-life experimentation and systematic collective reflection and documentation
- Developing and producing future-oriented 21st century re-engagement didactics for potential NEET youth, reversing the traditional practical and manual learning pitfalls
- Creating open virtual guidance for wider European audiences directly based on knowledge generated by the project practice and co-created by the participating educators and youth teams

NEET prevention settings and NEET prevention educators thus need to open the doors to dramatically new and future-oriented didactics based on:

REAL-LIFE LEARNING
21ST CENTURY LEARNING METHODS IN MIXED REALITIES
WORKING WITH THE COMMUNITY
ENTREPRENEURIAL MIND-SETTING AND INITIATIVE-TAKING
CREATIVE TECHNOLOGY

2015-1-SK01-KA219-008985

For Learners Around the Globe

Materska skola Juhoslovanska 4 Kosice, SK
104,465.00

SK,IT,BG,PL,HR,UK,FR

Carmondean Primary School

The contemporary education for children in kindergarten and primary school is based on established methodologies for each of the countries of Europe. The strategies set out in these methodologies focus part of its objectives to social and cultural adaptation of the children. Social environment of each child is determined by cultural tradition based on the historical heritage and folklore of its country. Cultural diversity of Europe is the main feature of the future social environment of our children regardless of which country are born in. To ensure full social adaptation of children through education it is necessary to include the spiritual and moral values of a united Europe, in which they live. Our project work will focus in on three main themes: music, art and literature of different countries. The objective of the project is, by investigating folklore, to familiarize students with the traditions of one's own and of European cultures; to improve mutual understanding between children from different ethnic communities and backgrounds, develop their communication, musical and artistic skills. By realizing the project, we will create in children a sense of belonging to European culture and will help prepare them consciously and responsibly to live in United Europe. The teachers will develop their

knowledge of European educational systems, methods of teaching and possibilities for cooperation. As one of most important aims of the project is to encourage and develop our use of technologies and learn from each other's innovations in their educational area. We should appreciate and respect not only the common between us but also our uniqueness if we would like to live together in united Europe.

2015

Strategic Partnerships for Schools Only

2015-1-FI01-KA219-009011

Media Citizenship in Europe

Merenojan koulu, FI

96,150.00

FI,ES,UK,PT

Balwearie High School

The aims of the project are to examine the role of media and its impact on school life between these 4 partners and, in turn, these four EU cultures. Over the course of 24 months the project activities will provide students, aged 13-15, and teachers a platform to gain a deeper understanding of the role and impact of media in their EU community, of social media in school and education and also learn about social medias role in democracy.

How students interact with media has seen a drastic change with access to many different forms of media readily available for those with a smart phone and an internet connection. For many this can be seen as merely a convenience, however, from the point of view of education this is also representing a fundamental shift in the changes that our students and teachers are currently undergoing. No longer is the world of education and learning bound by school walls, books and teachers ability to teach. With this media and social media revolution combined with the catalyst of easy to use and readily available ICT, students and teachers have never before had so many means to achieve so much pedagogical potential.

The project aims to use modern ICT methods in a multinational atmosphere to examine the role of media in the lives of students and by doing so also provide teachers a new resource for teaching and new teaching skills. Therefore the project complements the aspects of being both competence and content based in its methods and objectives.

The primary result of the project will be to create a "Media Citizenship magazine" which will contain all the Tabarticles and JointTab Articles created over the course of the project. The project will be based on 4 key stages. 1- Media in context, 2- Media in my community, 3- Social media in education, 4- Social media in Democracy. We aim to have a minimum of 16 mobilities of students (aged 13-15) and 12 teachers per country over the course of the 24 months.

Students will create "TabCasts" (TC) in short video clips form using tablet computers which are related to the 4 key stages.

Each TC will be recorded by the students in which students will present their researched findings on the relevant key stage. This TC will therefore be an instrument for students to show what they have learned in an innovative way, promoting the use of ICT in the learning process, problem based learning techniques and engage students at risk of ESL using a more innovative method. By using modern ICT hardware such as the tablets, students will also be updating their basic and transversal skills and be able to fully utilise all the communication opportunities that it will provide.

A major element of the project will be the inclusion of a local media company (newspaper, TV etc) which will be part of the local schools project activities. This "Media Provider" will become a practical source of information for schools and also provide a tangible link for students when working on project activities. This will provide students the opportunity to connect their transversal skills that they have learned through the project with a 3rd party who will work in co-operation with project activities.

Each key stage will be researched, recorded and edited in partner schools culminating in TCs which will be presented during the exchange. The use of modern ICT methods forms a key element of the project ethos with the objective of interesting students in a natural way and increase attainment for those at risk of early school leaving.

Teachers will be encouraged to share their resources, teaching strategies and experiences with their new ICT tools among their colleagues both in their local school, the wider educational community through Professional Development workshops and through the use of the social media platforms (Google+ and eTwinning) that will be utilized throughout the project.

The transnational perspective is imperative as the results can be obtained from 4 different countries through the participating partners providing a true EU overview of the subject. Students will also be able to easily share info and communicate using ICT thus strengthening their EU connections.

2015-1-ES01-KA219-015822

Media, social networks and ICT: opportunities for learning

IES María Moliner, ES

194,290.00

ES,IT,PL,TR,UK,LV,EL

Knox Academy

The development of Information and Communication Technology and its gradual integration to our education systems are bringing about considerable changes in the role of teachers and students. The massive use of Internet and ICT by a digital born generation is creating new contexts for social relations and formal and informal learning. The media and social networks have a huge impact and power on individuals, groups and society and we need to reflect on the positive changes as well as the risks this new digital reality implies for its younger users. Participating in the information society requires digital skills in order to prevent exclusion and to reduce the digital gap, which may also become a source of new inequalities. Therefore, we consider digital citizenship as a priority objective for the schools of the 21st century.

We intend to use the impact of the media and ICT to promote common positive values, improve the quality of our curricula and contribute to a better school environment. By looking at how participating countries are addressing an issue which affects directly our students' personal

development and their relationships within our school environment, our project will be complementary to the work already carried out by school staff and management in that field.

By working together, participants from socio-economically and culturally diverse countries of Europe (Italy, Poland, Spain, Latvia, Turkey, UK and Greece) will collect relevant data and analyze the impact of the media, Internet and social networks on students, schools and our community as a whole. At the same time, we aim to promote the incorporation of ICT in the teaching-learning process, improve our students' digital competence and promote a responsible use of ICT, using a series of creative and challenging activities.

About 3000 students and teachers from 7 different countries will be involved in the project's activities and about 250 of them will participate in mobilities. Our project is based on active student participation, peer-to-peer learning as senior students will be prepared to participate in the implementation of some of the activities at their own schools after taking part in a learning activity and mobility.

The main results of the project will include the creation of EU corners in each school, the implementation of surveys to raise awareness of the media impact and the production school and joint digital magazines, blogs and website, followed by the elaboration of a guide to promote responsible digital citizenship. We will pay special attention to the issue of cyberbullying, so other outcomes will be cyberassessment training workshops, workshops and webinars for students and parents, as well as the production of a series of short films on this subject and a book of short stories.

Working with staff and students from other European countries will give partner schools an opportunity to share good practices, learn from one another and lay the basis which will ensure lasting cooperation.

For all participants, it will increase the awareness of sharing common European values and traditions and at the same time contribute to a better understanding of our social and cultural differences.

2015-1-PL01-KA219-016633

Tell me your fairy tale!

Zespół Szkół w Somoninie, Szkoła Podstawowa im. Kardynała Stefana Wyszyńskiego, PL

95,930.00

PL,BG,EL,CY,UK,IT

Crookston Castle Primary School

The project which is planned by us will be an opportunity to discover a bit forgotten, in our point of view, the world of fairy tales. We firmly believe in the sense of technological progress but we want to protect some important things against destruction, creating some kind of compromise. Nowadays children are imbued with popular culture and it's difficult to get them to read or listen to the stories with the pleasure. We want to show them that the world of fairy tales can be combined with modern technologies. The youngest recipients of the project are three years old children and the oldest - teenage students. We are going to show that the topic of fairy tales may connect students of all ages and backgrounds. We're going to do this by creating attractive methods of education, based on the number of multimedia aids. Thanks that we'll provide access to new technologies for all pupils, regardless of the economic situation or origin. Participation in the project will also help equalize chances of the students and give all an opportunity to learn about other cultures and found friendships outside the country, which may lead to cooperation in the future. In this way we can also improve their language abilities.

Through our activities we want to encourage our teams of teachers to self-improvement, to introduce innovative teaching methods and to cooperate with the local community.

The project is going to be attended by six partner countries: Poland (as a coordinator), Italy, Bulgaria, Cyprus, the United Kingdom and Greece. All organizations are primary schools with the exception of Bulgaria, which is kindergarten. Poland, which belongs to the School Complex is going to have in their composition kindergarten in September 2015. Our actions are going to be based primarily on the exchange of experiences in order to provide the highest level of education. The first crucial action is going to be an introducing with partners by organization of thematic days in each school. Every school for one day will change the decoration, including the possibility of preparing some special clothes by the students and teachers. From the beginning, we will take care of the effective promotion of our activities by maintaining websites and newsletters in the school which will cover current events. We are going to conduct regular correspondence between our students by the form of traditional letters, e-mails and video calls over by the Internet. We would like to arrange six meetings with partner countries to be able to get to know our schools, to see how the lessons look like in practice and to inspire from the solutions applied in the functioning of the school. From experience from previous projects we know that such visits provide many ideas which are implemented later.

One of the main effects of our actions will be creating a teaching guide describing the methods of working with fairy tales during the lessons. We want to compile a book with a collection of fairy tales from our countries, as well as a publication with some stories created by ourselves. The great attraction for younger children will be exchanging a puppet and experiencing various adventures. We're going to prepare some performances based on chosen fairy tales. We want to raise our skills by organise training course with therapy by fairy tales prepared by ourselves. The topic of fairy tales will be an opportunity for us to organization numerous art competitions, for the preparation of games and to set up their reading marathons. The final popularized event will be a Fairytale Festival, which will provide plenty of activities and the presentation of the results of our work for the local community.

We are confident that thanks to our project the topic of fairy tales will remain for the long time in our schools. This will happen through the creation of teaching guide, as well as many other publications and multimedia supports and the products of children's works. The completed actions will activate the sphere of student's family, as well as the local community. Perhaps we can encourage other schools to participate in such a project, showing them how many benefits we have experienced, while having fun. Perhaps we will protect our children from the harmful effects of commercialized cartoons and computer games.

2016

2016-1-UK01-KA219-024237

EUREKA! Past, Present and Future!

Craigclowan Preparatory School, UK

128,000.00

UK,EL,FR,IT,RO

Eureka - Past, Present and Future is a project which has, at its heart, two key priorities: fighting levels of youth unemployment and ensuring that young people complete their schooling, leaving their educational establishment qualified, skilled and optimistic and generating enthusiasm about their role as a European citizen, through working collaboratively with fellow European citizens. This project proposes to foster entrepreneurship, from an early age, and the idea that anyone has the capability of being an inventor. It aims to inspire young people, build on their sense of initiative and to show them that through team work, cooperation, hard work and good leadership, they will be the next generation of inventors. It will also provide a detailed training manual for primary school teachers on "The Design Process" and the practicalities of running such a project in a school situation. The key overall objectives of this project are: • To increase participants' sense of initiative and entrepreneurship • To increase competence in foreign languages • To increase the level of participants' digital competence • To provide the opportunity to research, design, create, manufacture and present an invention • To foster greater understanding to linguistic and cultural diversity • To foster a more positive attitude towards the European Project. The schools involved in this project are from five countries; Scotland, Romania, France, Italy and Greece. The pupils who will mostly be involved in this project will be of upper primary age, teachers, governors and parents will all also be involved. Due to the nature of this project local manufacturing, marketing, media and business organisations such as the Chambers of Commerce will also be involved. The project has been carefully planned around meetings and tangible, achievable outcomes. The following activities will take place during the lifetime of the project: - Project blog - this will detail the project progress on a weekly basis - Logo-Erasmus Corner at each school - Inventors and invention research - pupils from each school will undertake research on inventors and inventions from their own country in their own language. They will create fact sheets and presentations which can then be used to go into an e-book. - Production of a multi-lingual, multi media E-book will be produced. - Pupils from all partner schools will replicate some of the inventions which they have researched. This creating models of inventions will be filmed and photographed with a view to creating a "virtual museum of inventions". Production of a "virtual museum" video. - Competition time! Each school will set up a competition inviting pupils to think of an invention and to present their ideas. There will be a competition held at each school. This competition will be filmed. The winning team from each country will bring their ideas to the next partnership meeting. - manufacturing of the pupils inventions - An assembly presenting the inventions involving staff, pupils, parents, governors, press will be held. The next phase of the project will be discussed, including the production of the E-Book on inventions. - Ebook of inventions produced and the manual on product design will be prepared and written. The impact of this project on teaching staff and pupils will be hugely beneficial both in terms of being able to work on a meaningful cross-curricular project in school and trans-nationally. It will increase both staff and pupils sense of initiative and entrepreneurship and will enable them to learn and practise a variety of foreign languages. The skills learned from this project will stay with the pupils as they go into the world of work thus increasing their employability and confidence. As pupils will have been working closely together with and visiting partner schools this will create a better understanding of different social and cultural diversity. Digital competence will naturally improve as pupils and staff will communicate via digital means as well as face-to-face. They will be using digital technology throughout the whole of this project as a means of presenting ideas and summarising completed work. To disseminate the results and activities of the project further afield we will shall use: - local, regional and national press - TV and radio publicity - assemblies to which local business and council members are invited - educational websites such as Etwinning and TES resources - Local educational conferences - European Trade fairs (Thessaloniki) Each school plans to organise young entrepreneurship seminars and hands-on workshops, aimed at primary teachers and students, with a view of showing the stages of the realization of our project specifically, turning the students' innovative ideas into real products, and/or the stages of setting up a business plan generally. We will therefore act as the inspiration for students and teachers and provide the know-how as well.

2016-1-DE03-KA219-022972

From Papyrus to Stonepaper and Beyond - the Questions behind

Grundschule im Beerwinkel, DE

206,275.00

DE,NL,ES,TR,EE,IT,UK,EL,PL

The Edinburgh Academy

Our project – From Papyrus to Stonepaper and Beyond, is planned as a journey in developing exciting teaching and learning within a European framework. We aim to take a journey across our European past to explore our history, but use it to develop future good learning and teaching practice. To do this we have identified a subject which is based on the progress of paper and written communication over the centuries and developed a framework centred around "Five pillars of wisdom " which will take forward the student learning. This framework will encourage colleagues to take clear steps into cross curricular learning, innovative teaching, developing new methodologies, (e.g. using questions for better learning), and also encourage the effective use of self evaluation and targets. There will be significant focus on art and design as well as expressive arts. The nature of the topic encourages wide publication and sharing of work from the published word to public performance and through expressive arts workshop experiences. It fits well with all ICT and future thinking and has clear study routes through past European cultures. The whole project will be designed to encourage the development of healthy active minds and lives within our local communities and within our European community. Within our partnership we have a wide range of school types from small, isolated and rural to multi-stage / age urban models. In this project we will be nine schools and one associate partner in Belarus. We consider this to be a key strength of our group and feel comfortable and relaxed about the fact that there is not one specific approach to delivering the project successfully in our own communities and as a group. Over the years we have had a wonderful learning journey, and all of the partners have a strong sense of European Citizenship because of our work. We have seen at first hand how education can be delivered in a wide variety of school buildings and circumstances. Our vision for the future, and for this project journey, is one where being an active European Citizen is at the heart of our cultures and the lives of those in our school communities. Our commitment as a group of European partners is to work together through shared aims, objectives and targets to increase the depth of the educational experience we offer to our pupils and staff. In doing this, we aim to raise attainment in learning through motivating our pupils and offering them exciting, real learning experiences. At the centre of this vision is a wish to offer our students innovative learning, in a modern, exciting and supported group structure with a clear membership of European Collegiality for our staff. Through committing to working together, we aim to unite and enhance the European dynamic of our curriculums and commit to delivering a project which will offer study routes to increasing our wisdom on the history, culture and ecology of our European past. Central to this will be a focus on the future and how through understanding economy, the development of ICT, ecological and environmental issues, we can work together to build a better future. Through offering our stakeholders clear European membership we believe that working positively together will increase the empathy and support for a

united future. The project will offer many opportunities for the effective use of modern technologies and ICT to enhance communication, encourage the development of our European identity and to support the learning of a foreign language. Through the work of this project as a working European group of schools, we aim to develop: 1. Exciting and innovative teaching and learning 2. A sense of European unity and purpose 3. Real and worthwhile staff development opportunities to take forward learning innovation 4. Ways to develop real skills and understanding through enterprise linked to our colourful European cultural diversity 5. Enterprise at the heart of school community with cross generational co-operation 6. European group enterprise with whole group shared events 7. Healthy active lifestyles with participation and achievement recognised and encouraged 8. Inclusion for students of all abilities 9. Learning workshops with opportunity to participate in 'bigger learning experiences' 10. Wisdom on our heritage and an exploration of our European past 11. Learning modern languages with real contacts across Europe 12. ICT as a connection tool between our schools 13. Future thinking in relation to using ICT within the project structure 14. Student confidence to participate in new experiences as active contributors 15. Build a target led self evaluation model to include whole group developments 16. Encourage whole community involvement through structured school development 17. Exciting expressive arts events and exhibitions to engage the public with our work.

2016-1-NL01-KA219-022901

joy in education

pcb Het Baken, NL

119,435.00

NL,IT,UK,BG,PL,EL

Easterfield Primary School

'JOY in Education' leads to finding JOY in everyday school life. It teaches learners how to handle consciously values and norms, diversity and sense-giving, but also improve basic skills (language, maths), and language competence. All these 'Life Skills' we want our pupils to develop, and lead them towards managing and living a better quality of life, help them to accomplish their ambitions and live to their full potential, depending on their life circumstances, culture, beliefs and geographic location. We expect that the competences of the basic skills will improve, that students will learn how to collaborate, finding it enriching. We will focus on expressing feelings and expressive activities, in feeling free to share ideas, in stimulating creativity. Students will be taught using music to learn foreign languages, express themselves in art, music, writing, composing, handicraft, physical education and learn how to respect each other as a European citizen. Teachers will be trained in new methods: CLIL, Space learning, Improvisation theatre, emotional intelligence, the Positive Classroom, and Cooperative learning, Multiple Intelligences, Cross Curricular activities and Outdoor Learning. The 6 participating schools are: 1. Istituto Comprensivo 3 Chieti, Italy. The school programme is founded on some basic projects using new teaching methods, ICT, environment and nutrition education, alternative P.E., different languages, "media education" and the use of theatrical arts. 2. 13o Dimotiko Scholeio Kalamarias, Greece. We have extra subjects: Art, Drama, Music, ITC, English, German and French. Teachers apply to many innovative programs such as etwinning, health education, environment and culture and many cross-curricular programmes. 3. Szkoła Podstawowa nr 11 im. Stefana Batorego, Poland is situated in social and economical disadvantaged area. Many pupils with challenging behaviour, emotional disorders and dyslexia. The project will give our pupils a great opportunity to learn about different countries, to improve their English, reading and writing skills and to be more active Europeans. 4. The population of Pcb Het Baken, Capelle a/d IJssel, Netherlands is most autochthon, with a lot of children from other countries. We have, more than average, children with special needs. Because of the good results of former school partnerships, we recognise that international education is a high quality project. 5. St. Kliment Ohridski, Haskovo, Bulgaria, is one of the leading schools in the region. We have three computer labs equipped. The school trains 665 students. There are a lot of extracurricular activities. 6. Easterfield is a small rural school near Turriff, Scotland. We have 22 pupils, 14 of which have additional support needs. Many of the pupils' horizons and experiences are narrow and our pupils in the past have benefited greatly from their involvement in a Comenius project. Our activities include Project logos, booklets, Video product, training workshops for colleagues, articles, meetings to key stakeholders, e-twinning platform, public events (Music, Art, Drama) in each school community, social media and organizational websites (EU Dissemination Platform and EST). The project is likely to have a substantial positive impact on the participants. Pupils will increase basic skills in an enjoyable way, improve foreign language skills, develop skills such as advanced IT competence, create challenging activities, understand better cultural and linguistic diversity and increase their satisfaction in their daily life. Teachers will strengthen their professional profile, share experiences, learn to use appropriate tools to evaluate the results, coordinate innovative projects and learn ICT devices. The organizations will improve their profile and enhance their international dimension, improve their School policy plan and develop dimensions of the School Curriculum. We will spread the project results outside the school community, to Parents' Association, to local school council and the regional school supporting services. At a National and European level, the target audience will be press and media, universities and other relevant stakeholders. We will disseminate the results using evaluation forms (questionnaires, interviews). The project will have a sustainable impact. The desired impact is to influence the thoughts of decision makers, so as to reform the school curriculum. We will create a permanent intercultural dialogue between European schools and increase the effectiveness of education. The project results will be visible as a phenomenon guide for 'Joy in Education' and will be freely accessed using OER, EST and the EU Dissemination Platform, social media, eTwinning and printable resources.

2016-1-UK01-KA219-024314

SHARING EUROPEAN VALUES USING FILM AND CINEMA

Kilmarnock Academy, UK

126,925.00

UK,TR,IT,LT,PT

Of the goals epitomized by the European Union in its Agenda 2020, the areas of education, employment and social integration are of central importance to our project. The project - involving 5 secondary schools from UK, LT, PT, IT, TR and includes students aged 15-20 - is an Initiative taking its rationale from a Press release of European Commission on 19 April 2013, Brussels. It is recognised that ICT and digital skills level of students are – in line with Key findings of the study EU Commission – in need of improvement. (<http://europa.eu/rapid/press-release>) Our aim is to improve our student's skill level in ICT, digital literacy & competence and language skills using the media of films and cinema by working on differences and similarities, emphasizing fundamental values like tolerance, respect and acceptance in different life situations. Tackling and challenging issues surrounding racism, people with additional support needs, belonging to a group, having different social backgrounds, refugees and gender inequalities. There are five subtopics distributed to our five partner schools. In focusing on these themes the project activities will encourage the use of ICT, digital devices and soft-ware programmes. This approach will connect two important issues in the heart of the project. Students and teachers will use our focus on social issues to develop skills and produce digital outcomes. Cinema will be used as the central connection for these issues since it is the ideal medium to marry both social issues with skill development in ICT and technology. As the main body of our project, students will observe, critique and make movies focusing on our social awareness themes as defined from national and international

examples. The 4 exchange visits of pupils as L/T/T/A are vital to the success of the project since they will allow students to actively work together developing not only their ICT skills but cultural and social awareness. MAIN ACTIVITIES OF THE PROJECT NATIONAL MOVIES: Choosing a national movie, discuss the films' contents and messages SHORT MOVIES: Producing one short film dealing with differences/similarities and the mentioned values CINEMA FORUM: Discussing the films in working groups. Production of an international short film during the meeting OUR MOVIE: Creating specific movie including the topic of the project, EUROPE UNITE US: This title will be the name of the film made by students OBJECTIVES- To discuss the films' contents and messages and learning to watch the right movies- To develop critical thinking skills by analyzing cultural documents (movies)- To develop writing skills (scripts, screenplays, convention) - To develop skills in practical arts: film shooting and cutting, making of posters and film music, producing photography- To improve digital and artistic skills by taking 4 short films- To improve ICT skills by creating web forum and web page- To improve language knowledge in English & get to know some elements of the partner languages NUMBER AND PROFILE OF THE PARTICIPANTS Students/teenagers: Students/teenagers: Project activities will include 50 students in every school. There will be 10 groups of students and every group will involve 5 of participant students. Selection criteria will be announced at the very beginning of the activities so none of the students' sense of justice will be damaged. Approximately 1200 students/teenagers will indirectly be affected. Teachers/Adults: There will be teams of 7 teachers in each partner organisation so 35 in total will take actively in project activities. There will be a teacher of English, a Maths teacher, a Psychology Counselor, an ICT teacher and a Physical Education teacher/trainer. Approximately 150 teachers/adults will indirectly be affected. Administrative staff: The head teacher/chairman and a deputy head will take part in the project. Approximately 25 administrative staff will indirectly be affected. Families: The number of family members will be 300 in total and they will contribute to introduce the host country's culture, tradition and to prepare traditional food for international evening. Approximately 480 family members will indirectly be affected. Local community: Local community like local press, municipality, directorate of national education and PTA will help to disseminate the project to a wider community. Approximately 800 people from local community will indirectly be affected. RESULTS AND IMPACT Through our project the five partners intend to create both short-term and long-term tangible and intangible results and to achieve the biggest possible impact to future projects and policy processes such as leading students to overcome lack of self-esteem. It will help to pupils in many ways such as: prevent social exclusion, prevention of early school leaving, developing foreign language learning, national and international consciousness, improving ICT skills.

Strategic Partnerships for vocational education and training

2015

2015-1-UK01-KA202-013806

Applicable Representation of City Centres with Heritage Importance Edinburgh World Heritage Trust, UK

Applicable Representation of City Centres with Heritage Importance (APPROACH) has emerged from a multisector cooperation containing heritage, architectural and cultural organisations, municipality with architectural and media enterprises and a VET institution with media classes. The main objective of this transnational consortium is to assemble an online learning platform as an open educational resource, targeting firstly architectural, art historian and urban analyst students and parallelly media and web designer students in VET and on other levels. The main output of the programme is a 4-piece collection of interactive 3d city maps showing the centres of Edinburgh, Granada, Budapest and Lublin as non-formal educational tools. The creation of the animated models is based on a scientifically carried-out historical and urbanistic research collecting all available source materials, like old maps, perspectives and archive texts to be able to rebuild and represent the selected time periods of the cities - from their foundation to modern times. This approach gives the possibility to freely explore the urban environment in both space and time, collecting knowledge about the monuments and urban textile through interaction with the models. The multilingual content of the city maps will make them act as 3d visual dictionaries and can also function as content and language integrated learning resources. As a result of the transnationally carried-out research a comprehensive study is also assembled by the research institutions showing the outstanding materials collected together about the analysed cities and summarising the steps of the product-oriented co-operation with the architectural and media enterprises. Its main purpose is to promote the project ideas among VET institutions and relevant stakeholders and this way to contribute to the creation of further educational contents similar to the products of this project. To help the same initiative a series of video tutorials and text descriptions is also assembled teaching about the creation of 3 dimensional interactive contents. The production of this online material is connected with a training programme also, in which blended mobility of VET students takes place combining virtual involvement with short-term physical mobilities. As a part of the training the media and web designer students are involved in learning, testing and this way into the creation of the final resource. The chapters of the material are to teach useful technics and methods about 3d modelling, composing animations and programming interactive functions in co-operation with for profit firms. In this way the training leads to the recognition of the latest trends of CAD, BIM and game development technologies, providing knowledge and competences with remarkable labour market relevance. With different techniques and target groups, all the outputs of the project provide working models and pathways for the easily intellegible visualisation of urban environment and monuments as well as for the integration of digital competences to the development of further educational resources.

2015-1-FI01-KA202-009082

MUSICREATES

Kainuun ammattiopisto, FI

Glasgow Kelvin College; Connect-IN Enterprises

Context and background of project:

The music industry is an international business. Students in the partner countries are preparing for work in the international labour market. The target group is secondary (F.E.) level students and staff in vocational education in the fields of music performance (classical, pop, jazz and folk music) and music technology. The working life of people in the music industry makes demands of entrepreneurship and reaching out beyond national boundaries. This project will give the students and staff an opportunity to work together during two years.

Objectives:

- to write guidelines how to make new music production beginning from composing and writing lyrics to performances
- to write guidelines how to promote and market these production worldwide
- create and pilot a common Pan European Study Unit for music education which can be validated and recognized in all partner countries
- to use modern technology and applications when creating music

- to give students possibilities to create new music in international bands during the workshops

Participants:

Partners of the project are Kainuun ammattiopisto and Keski-Pohjanmaan konservatorio from Finland, North West Regional College from Northern Ireland, Georg Otsa nim. Tallinna Muusikakool from Estonia, Glasgow Kelvin College and Connect-IN Enterprises from Scotland. Last mentioned is a working life partner and others are vocational schools which offer vocational music education. In addition they offer education in other Creative and Culture programs. Working life partner is a new partner and it will bring its expertise of the theme to all the partners. Participants are vocational education students and teachers. All the teachers involved are practicing professionals ensuring the artistic level of workshops and concerts will be to industry standard.

Description of activities:

Guidelines how to create and promote music world wide using new web based technology. it is a package to guide how to create and promote new music. It is done through increased use of new technologies for co-operation in creating music, marketing and promotion and dissemination. Various range of participants will be included from other vocational areas besides musicians, e.g. Photographers, Videographers, Graphic Designers, Web Designers.

To create study unit with title: Industry experience whilst abroad. This unit is designed to allow candidates to place their learning within a professional context and also to develop contacts and potential employment opportunities in an international setting. This unit will be assessed, validated and recognized according to ECVET and SCQF criterias in partner schools.

International music workshops where students and teachers continue creating music. The students and teachers make international bands which rehearse and perform music which they created themselves before the workshops through Internet using modern applications. These workshops also are part of the Study Unit. Their learning outcomes are assessed and validated and recognized.

Methodology to be used in carrying out the project

Team working with others; tutors from all partner countries and delivered in a local context. This is facilitated by working in an online environment supported by industry perspective input from the working-life partner. The project has intensive use of technology for co-operation, dissemination, marketing and promotion.

The workshops are designed to equip learners with the skills to participate effectively in live musical events. To do this the workshops contain solo and group activities.

Results and impact

The project aims to improve personal professional skills and increase awareness of international work opportunities. Staff and students will participate in the planning process of the activities and take part in the meetings. This will reinforce professional relationships between staff and students and give students an opportunity to enhance their planning and business skills.

Soft skills development is strongly supported by participants working collaboratively across languages, cultures and customs: communication, especially negotiating skills play a major role: these are lifelong transferrable skills.

The internationalism has a key role in artistic development and vocational competences. In this project the students and the staff work in multinational groups and so they get impressions and musical know how from different genres and musical approach in other countries. International activities raise the general competence aspiration level. International contacts enable new coming performance possibilities for students in Europe. The language skills of the student will improve which is extremely important in music business.

The project will improve the knowledge of ECVET system in partner organisations. The testing and implementation of ECVET will give them a good tool for quality assurance in further mobilities.

Strategic Partnerships for youth

2014

2014-2-UK01-KA205-012001

Career Development of Deaf Young in Drama

Solar Bear Limited, UK

117,139.00

UK,RO

The Partnership "Career Development of Young Deaf in Drama" will have 3 partners in the UK and Romania.

The partnership is aimed 30 young deaf people and their skills and abilities in the field of theater arts and dance.

Purpose: to develop high-level skills in the field of theater and multimedia used in theatrical productions for 30 young deaf people by participating in three workshops.

Objectives:

- selection of 30 young deaf people who already have skills and competencies in the field of drama.
- promotion of equality and inclusion of 30 young deaf people in the labor market through quality training and learning outcomes in public events promoting by multiplication
- encouraging young deaf people to train in develop a successful career in theater, film, television, personal lives and socio-educational development through formal and informal learning.

- development of language skills for young participants in the project through the experience of learning and using sign language to a higher level of functionality
- Improve ICT skills for the 30 young people with disabilities, so that they can manage their own digital effects, specific to theatrical production;
- Increased Quality training for 30 young deaf people and the entire European community in the arts by developing intellectual quality outputs. They will be public and free.
- Increased Innovation in non-formal education of young deaf people by developing intellectual outputs.
- social inclusion and professional inclusion
- promotion the 30 deaf participants based on learning outcomes through a European network of NGOs that are already members. --developing entrepreneurial activities.
- Increased Desire and motivation to belong to a professional activity for 30 young deaf people.
- to promote a positive image about the usefulness of integrating people with disabilities by disseminating results.
- development of deaf youth in European space and cooperation in the field of entrepreneurship through initiatives that will develop the target group
- promote the sustainable development of communities of people with disabilities based on respect for social diversity.
- institutional - development of the three partner organizations through staff's participation and involvement in areas such as management, evaluation, research, artistic and linguistic skills development, counseling programs for deaf based on this strategic partnership.

Project activities:

- selecting 15 participants with disabilities / country, total 30;
- realization of a Website design and Facebook page;
- realization curricula that will be the basis of 1,2,3 workshops.
- one mobility - organized in Romania by the three partners to establish responsibilities in the project;
- 2,3,4 mobility-organized in the two countries and that produce workshops aimed at developing artistic skills and the digital literacy for youth through innovative teaching strategies designed and tailored specifically for the deaf, with the purpose of learning outcomes that transfer capability in entrepreneurial activity
- realization a glossary of specialized terms - new signs develop appropriate technical terms for which there are no current signs in sign language, strictly around the arts
- working methodology for adapted for the production performances of young deaf-theater video tutorials with the operation of software and teaching tools for learning ICT skills
- resources catalog for the deaf which will include events and cultural institutions in Europe in which the deaf can conduct business in the arts with.
- 1,2 Multiplier-conference events in France and Slovenia, presentation of project results.

Evaluation and dissemination of the project.

Other results:

For the 30 young deaf - communication skills in English, ability in networking and collaboration with others, communication and teamwork, increased self-esteem, stimulate desire for involvement and development of new initiatives within European society, developing a sense position in being European.

For staff of partner organizations - developing skills and project management skills, creativity, which can generate new project requests on various European programs.

Impact:

- Integration of 30 adults with vocational and social disabilities;
- Intellectual outputs which are free and open to the European level for any organization or person interested to use best practices
- Development of organizations involved in the project issue
- The community of people with disabilities will increase positively their image, prestige and efficiency.

2014-2-SI02-KA205-000818

Connecting and improving peer intervention in nightlife settings on EU level

Slovensko združenje za zmanjševanje škodljivih posledic drog - DrogArt, SI

76,211.00

SI,BE,UK,DE,NL,PT,ES

Crew 2000 Scotland Ltd

Peer workers are an important part of youth work in nightlife prevention for young people, because they can approach their peers more easily than adult experts, beside that they are often partygoers themselves and know different nightlife environments and dynamics well. With appropriate knowledge and skills they can contribute an important part to qualitative changes on different levels of nightlife. On the other hand, nightlife, parties and music festivals are an important part of life of young people in general. It's a setting where they can socialize and grow their social capital, relax, get new experiences and also be creative and express themselves in different ways (creating music, performing visual arts, dancing, ...). But it's also a setting related to variety of risks, connected with alcohol and drug use, unsafe sex, intoxicated driving, risky environment (for example high temperature in the club). We see this risks also as an opportunity for young people to act responsibly in order to reduce risks, encourage them to be critical to unsafe party environments and develop solidarity and helping skills towards other young people in trouble. Intervention in nightlife settings is also a field where different profession profiles meet and share their expertise and knowledge (for example medicine staff, social workers and pedagogues, youth workers, chemists, psychologists), therefore there are a lot of opportunities for peer workers to get some insight in their work and non-formal knowledge and experience on those topics, which can be useful for their future personal and professional development. The international aspect of nightlife is also important, as we also meet people from other countries during our work (Erasmus students, tourists, international visitors of festivals and parties, ...). And on the other hand we see international networking as an opportunity to make an effective experience, knowledge and good practice exchange. In our experience, international cooperation always brought fresh ideas and different perspectives into our organisation and helped us improve our work.

Objectives of the project:

- to create peers' community in order to exchange and share information, knowledge and experience for peer workers and youth work trainers, discuss opportunities for joint projects - proposals, progress and continuation of projects once funding runs out, share opportunities and coordinate international field work on festivals and parties.
- to represent peer work in nightlife settings as important part of youth work in general.

Participants:

- peer workers: peer project group (7 peer representors, from each partner organisation, 20 - 30 included in active project participation in their organisations, 25 attending mobility activity)
- peer coordinator project group (7 peer project coordinators, one from each participating organisation),

Methodology:

- peer active participation,
- learning by doing,
- team work: face-to-face and on-line team work,
- workshops and lectures,
- working with digital media,
- e-learning.

Activities:

- Project management and administration,
- Communication and coordination between partners (via Skype and e-mails),
- Communication and coordination of peer participation in each partner organization (between peers and between peers and their coordinator),
- Preparing learning material and learning activities for peers,
- Making video educational and info material: peers will get appropriate knowledge and support to make short videos with educational and informational content.
- Developing intellectual output (PINS e-platform) for peer communication, representation of peer project and work, exchange of good practise and knowledge, ...
- Blended mobility for young people (international training and intervention on BOOM festival).
- Project and activities evaluation,
- Dissemination of project results.

Results and impact:

- established community of peer workers in nightlife settings (PINS), based on a web platform with following content:
 - e-communication tool for youth workers (peers) to communicate, organize and evaluate international peer interventions;
 - educational videos and other learning material;
 - reports from peers intervention, exchange of updated information about prevalence and patterns of drug use in nightlife settings and emergencies related to that topic;
 - collection of ideas for improving intervention on the international, national and local level (special decoration, innovative harm reduction material, ...);
 - information about different peer projects in peer work in general in nightlife settings.
- to enhanced recognition of gained competencies during peer work in nightlife settings (for example: managing crisis situation, communication skills, solidarity, team work, first aid...);
- good practice, knowledge and resources exchange between peer workers, peer trainers and coordinators on international level.

2014-2-DE04-KA205-001369

Die Welt verändern ohne sich kaputt zu machen - Strategien des nachhaltigen zivilgesellschaftlichen Engagements für Jugendliche und junge Erwachsene.

Kommunikationskollektiv, DE

32,300.00

DE,NL,UK

Youth Training Group

Changing the world without burn-out - strategies of sustainable civil society involvement for young people.

Background:

Conditions of civil society activities are changing in times of social change and economic and environmental crisis. In our ever faster moving society, more people, especially in the third sector, where a major share of the work is done voluntarily, are heavily impacted by burn-out through increasing levels of stress and insecurity. So that important resources, knowledge and contacts are lost which are a key of dealing with multiple social and environmental crisis. That is why the development of sustainable strategies for civil society involvement has a great importance for society, especially for youth and young adults.

Objectives of the transnational youth initiative:

- build knowledge and experience of burn-out and burn-out prevention in civil society groups and activities for young people
- pass on experiences and knowledge to youth and young adults, who are active in environmental-, peace- and other civil society groups.
- making young multipliers more resilient, in order to better deal with the challenges of being involved in civil society activities in order to strengthen groups of civil society.

Project activities:

- develop an education methods tool box for sustainable civil society engagement (innovative, open educational resource). This will be passed on in two ten days long trainings, with 30 participants per training – one will take place in Germany, the other one in the Netherlands.

- educational material will be collected and developed (on burn-out and sustainable involvement in civil society groups):.
 - > handouts
 - > a movie that shows best-practice examples.
- Workshops in the areas of the partner groups (ca. 10 Workshops per group in two years, ca. 15 participants per workshops = 600 participants).

The results of the project will be passed on personally at the trainings and on the internet through the fact sheets, handouts and the movie.

Methodology:

The project is carried out by young adults. They aim at working self-empowered and self-organised - listening and learning from each other.

At the trainings and workshops participatory and experience-based innovative methods are chosen, so that all participants can contribute and take part equally, as well as supporting and enabling self-empowered learning and participation.

Results and impact of the project:

- material on burn-out prevention and sustainable involvement in groups of the civil society is created (curriculum/ tool box of methods, handouts, film) -> open educational resources
- enhance capacities and experience of educational youth work in terms of sustainable involvement in groups of the civil society in the participating groups (organisation management and professional development) and among the participants of the trainings.
- knowledge and access to material about burn-out and sustainable social commitment in German, Dutch and English.
- > through this support and enabling of young people to fully participate at democratic processes.

Long term impact:

Youth and young adults who are involved in groups of the civil society can be active long term without burning out and therefore dropping out. Stable and resilient groups can meet the challenges of our society creatively and sustainably without overworking or falling apart due to conflict.

2016

2016-1-IE01-KA205-016821

Creative Commons: Working together to support youth theatre development

National Association for Youth Drama, IE

120,562.00

IE,UK

Youth Theatre Arts Scotland

'Creative Commons' provides the National Association for Youth Drama (NAYD) and Youth Theatre Arts Scotland (YTAS) with a unique opportunity to share best practice within the youth theatre sector and to strategically build new and innovative resources in the areas of Young Critics practice and Young Leader mentorship and skill development. NAYD and YTAS will share expertise, learn from key staff and activities in their partner organisation, pool experiences and network contacts to enable the creation of: a Young Leaders Mentorship digital publication: a Leadership Skills 'Resource Suite' for Young Leaders hosted on a multi-media blog; and a multi-media web-resource exploring best practice in Young Critics Programmes. NAYD and YTAS believe that the proposed partnership activities would promote high quality youth arts work and would support the development of innovative resources reflective of digital culture. Partners have identified the following objectives for the partnership: * To exchange skills, knowledge and expertise * To increase knowledge of the youth theatre sector in each partner country and develop working relationships between staff* To work together to create new, innovative resources to support two specific areas of practice of interest in both countries: Young Leaders resources & Young Critics resources* To advance best practice in these two specific areas, improving staff expertise and knowledge as well as that of the sector in general* To build a best practice model for international partnership between youth theatre development organisations that could be promoted at a European level NAYD and YTAS will target the participation of 1,430 young people, youth theatre practitioners, artists, teachers, youth arts workers etc. to engage directly in project activities and estimate that the partnership will also benefit a further 26,000 people indirectly (30% of whom are facing situations which make their participation more difficult). Partners will apply youth drama approaches as the key methodology across the project, a practice that engages young people as active participants, by using group or ensemble approaches and encourages the development of the whole person. Project facilitators will also draw on other non-formal teaching and learning methods that respond to the needs of participants. NAYD and YTAS will carry out a series of transnational project meetings, resource development activities and participative consultations, a young critics youth exchange, multi-media resource creation activities and multiplier training events to achieve the project outcomes. As a result of the project, NAYD and YTAS envisage increased knowledge, confidence and ability within the youth theatre sector around youth leadership and mentoring activity and the creation of quality young critics projects on a regional/national level. Through their dissemination plan and multiplier events, NAYD and YTAS plan to open up their youth arts practice to crosssectorial cooperation and spread quality young critics and young leaders practice to the formal and non-formal education sectors, the youth work, youth arts and cultural sectors and regional arts development agencies. Through their partnership, NAYD and YTAS aspire to build a larger network of organisations including European youth theatres and youth theatre development organisations with whom to exchange practice and promote the development of youth theatre.

2016-1-MK01-KA205-021640

Digital Artisans

Company for consulting and other services Inception Enterprise LTD Skopje, MK

33,410.00

MK,PL,UK

European Development Innovation Network

If the first step towards career launch was graduating, today a youngster must possess the ability to use the latest technology, applications and IT Tools in order to fit in the professional and educational world. This has led us to join forces with our partners and develop a solution that will not only treat the symptoms but will actually target the problem itself. We have designed a solution model for a WEB 3.0 Platform (Digital Artisans) with a general purpose: to build functional communication and workflow between three target groups: ARTISANS, COMMUNITY and THE BUSINESS

SECTOR, allowing them to interact on regional/ national/ European and international level and create opportunities mainly for the young artisans. The main goal of the web platform is to create wide network where artisans can interact, learn, bring ideas into reality and find jobs; and vice versa: the same system will allow the communities and business to present talents, host events, projects and hire people. It is designed to resolve three main problems: the lack of IT tools designed for young artisans that can facilitate their good practices and ease their career launch, development, project management and network sharing; the problems every young artisan faces in job finding process and in finding art talents for collaboration; the existing loop between artisans and their future employers i.e. between the main target group and the two subordinate target groups. Hence, project's specific objectives embody: development of IT Tool for online working in order to increase employment of Artists and Artisans; leverage job finding for artisans and facilitate art talents search and match; minimize the loop between young artisans, communities and businesses on the labor market. The platform will allow young artisans to: create and build a personal / professional profile; find, post, manage, collaborate and finance projects and network. On the other hand, it will allow the companies, educational institutions and NGOs to: create a profile, browse, support projects and hire art talents. The artisans will have the option to use a message system tool encouraging networking between artisans worldwide. The third group (businesses) will benefit from the platform via feature for talent search and offer sponsorship on art projects, allowing them to find and employ / hire young professionals. Our Consortium forms team of professionals with different background and specific expertise from five different countries coming from: Macedonia, Poland and United Kingdom. The further upgrade of the online platform would offer advanced features for artisans, communities and businesses.

2016-3-EE01-KA205-034527

Visuals for Discussing Films that Seek to Influence Our Actions or Mindsets

MONDO MTU - NGO MONDO, EE

53,600.00

EE, LV, UK

Scottish Development Education Centre (Scotdec)

Project background: independent critical thinking, media literacy and media education are needed in the contemporary world to be able to analyze the influence that both traditional media and social media agents seek to have on both our actions and mindsets. Particularly social media is an arena where visual messages of potentially high impact can go viral among peers and have the influence without an opportunity to read between the lines: while being under the direct influence of film / clip it is hard to stand back and reflect which could cause provoked actions. Due to the advancement of IT-technology, particularly among the young, visual communication has become a dominant vehicle of influence via advertisements, propaganda and documentary films.

Problem statement:

- Media education has not been well integrated to curricula of school, higher education and vocational trainings;
- Media literacy is a competence people working with youth (youth workers, youth leaders, trainers, teachers etc) typically lack.
- Thus those topics are generally not part of youth work either so consequently media literacy competences of youngsters may remain poor.

Our strategy of tackling the problem:

- In recent years visualization has gained an impetus in the fields of vocational training, facilitation, graphic recording etc, also in the Youth Field.
- Screening and discussing documentary films as a method of non-formal education has been tried out across Europe in the Youth Field;
- According to the partners' international experience (for example gained through a 3-year project "Youth of the World" www.youthoftheworld.org and through Erasmus + project "Active citizenship with global dimension") visual methods have proven to be attractive both to youngsters and youth workers.
- Visualization is one of the useful approaches that can help to deal with a variety of issues: a method of particularly good potential is facilitating the discussion with visualization after a media clip, documentary, propaganda or advertisement film.

Target group: for training of trainers who are expected to both implement the competences gained through the project and act as multipliers:

- A trainer locally active in the Youth Field with a well-connected target group with whom to practice film that "seek to discussions" screenings with visual facilitation;
- Or a similar youth worker with a potential and interest to develop the competences.
- Project coordinators also match that profile so that they will participate at the training for trainers and implement the competences gained.

We intend to use visualization which is one of the useful approaches that can help to deal with a variety of issues: a method of particularly good potential is facilitating the discussion with visualization after a media clip, documentary, propaganda or advertisement film.

Desired impact:

Youth workers and youth trainers feel confident to use documentary films and clips together with visualization as methods in youth work.

Youngsters will have obtained skills to analyze their understanding of media messages and the impact that media messages can have. Youngsters and youth workers have gained transferable skills (use of films, content analysis, visualization, facilitation of discussion, presenting their learning outcomes with the help of Youth Pass).

The result of the project is that participants of the trainings and final conference feel more confident about using documentary film collection, templates and handbook and have obtained basic knowledge about media literacy. Skills for developing templates are obtained and there is confidence and knowledge on creating templates by themselves for new films and running film evenings with analytical discussion for youngsters.

Erasmus Mundus Joint Master Degrees

2014

553676-EPP-1-2014-1-PT-EPPKA1-JMD-MOB

Kino Eyes -The European Movie Masters - Erasmus Plus Joint Master Degree

COFAC Cooperativa De Formacao E Animacao Cultural CRL, PT

2,053,000.00

PT,UK,EE

Edinburgh Napier University

REFERENCE: 553676-EPP-1-2014-1-PT-EPPKA1-JMD-MOB_KEMTITLE: Kino Eyes, the European Movie Masters, KEMObjectiveKEM – Kino Eyes (the European Movie Masters) is a European joint master degree focusing on fiction film creativity. The program is designed as a training and research endeavour that has as its core objective to promote activities of an educational, research and artistic nature, which exploit all domains of fiction film creation and production in an original manner. Course durationTwo years (120 ECTS credits).Brief descriptionKEM is promoted by Universidade Lusófona de Humanidades e Tecnologias, School of Arts, Communication and Information Technologies (Portugal), Edinburgh Napier University, School of Arts and Creative Industries (United Kingdom) and Tallinn University, Baltic Film and Media School (Estonia). The course departs from the core areas of fiction film creativity and focuses on building skills for new career pathways and new opportunities to study the art and techniques of fiction filmmaking. The proposed curriculum and educational goals clearly balance the different technological aspects of filmmaking with the comprehension of the possibilities film offers as an art form. KEM's main academic topic is film and moving image media. The programme particularly focuses on fiction film, either short or feature formats. The programme also deals with the broader competences of film literacy, namely the ability to critically understand the medium and its forms of expression and manipulate the associated language and technical features. Related academic topics are arts education and creativity. KEM's curriculum integrates theoretical and practical oriented subjects, mostly based on a training through projects in development methodology, amidst a mix of analytical, critical and experimental didactic approaches that will provide students with an in-depth knowledge of fiction film development while allowing them to explore their creativity and specialise in those aspects of fiction films that correspond to their personal preferences, artistic ambitions, and needed professional skills. KEM focuses on a pentagon shaped educational model covering five core skills: writing, directing, producing, technical execution (cinematography, editing, and sound) and creative programming, a transversal competence that includes parts of all others, and points to the need to integrate film literacy as a nuclear aspect of film education. KEM proposed structure follows the workflow of an actual film production and is aligned with the needs of today's professionals and organizations scattered along the film production and distribution value chain. Career prospectsKEM envisions educating creative professionals who fully comprehend all dimensions of film creation and possess the specialized skills necessary for a successful career in the highly competitive international market. An international experienceKEM students benefit both from geographical mobility by having the opportunity to circulate between the three countries involved in the program with international students in a highly collaborative environment. Students form collaborative teams and work towards a funded graduation project. Their final thesis films are expected to perform at first-tier international film festivals. Teaching on the programme is supplemented by a comprehensive course of professional practice preparation, involving industry professionals from all over Europe. DiplomaKEM will grant from the beginning a multiple degree and a attached diploma supplement based on the already existing and locally accredited master courses (second cycle degrees) in the area of fiction film offered by each one of the schools in the consortium, and will from its second edition onwards award a joint master degree with full accreditation and an associated diploma supplement. Website<http://www.kinoeyes.eu/>

FP7 / Horizon 2020

2007-2013: FP 7

FET-ARO

Project ID: 61107K

Funded under: FP7-ICT

Connecting ICT and Art communities: new research avenues, challenges, and expected impact

ICT-2013.9.8 - Coordinating communities, identifying new research topics for FET Proactive initiatives and fostering interdisciplinary dialogue

From 2013-06-01 to 2014-05-31

Total cost: EUR 607 850

EU contribution: EUR 542 000

FP7-ICT-2013-10

France

CSA - Coordination and support action

Objective

The FET-ART project stems from the "ICT & ART Connect" event that took place in Brussels in April 2012 under the aegis of the FET Unit, with an important support and contribution of several FET-ART partners. This event clearly confirmed that a great potential exists in fostering dialogue between ICT and Art practitioners, and this is the right time to efficiently support such dialogue in order to contribute to the emergence of novel FET research topics and the identification of new emerging research areas for H2020 in the ICT domain and beyond. Within this context, a FET-ART balanced partnership of committed organisations has been formed, offering renowned expertise in the ICT and Art domains, important connections with ICT and Art practitioners in Europe and worldwide, many references at the ICT and Art interface, and longstanding experience of planned activities. The FET-ART consortium will, over the 12-month project period, connect the European ICT and Art communities, and foster productive dialogue and collaborative work between them, in order to identify new research avenues, associated challenges, and the potential impact of ICT and Art collaboration on science, technology, art, education and society in general. FET-ART will more precisely:

- Organise "consultation events and matchmaking events" in at least five European locations,
- Support at least 15 "pilot projects" of collaborative work between ICT and Art practitioners in residencies, seen as "proofs of concept" for some promising research topics or directions, particularly "co-creation" and "citizen engagement in ICT",
- Organise a final open event in Brussels, part of an ambitious set of project outreach activities: web platform, community building, contribution to events, including to ICT 2013 and to the next edition of the "ICT & ART Connect" event which the project will support.

In order to ensure some coherence to the external perception of the activities developed under the aegis of DG Connect and aiming at connecting ICT & Art communities, the project will be officially presented to external stakeholders as "The ICT & Art Connect initiative (developed through the FET-ART project supported by the European Commission)."

Coordinator

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STROMATOLITE LTD, UK

CRe-AR
Project ID: 61245L
Funded under: FP7-ICT

Creativity REsearch Adaptive roadmap

ICT-2013.8.1 - Technologies and scientific foundations in the field of creativity
From 2013-10-01 to 2016-02-29, closed project
Total cost: EUR 1 002 130
EU contribution: EUR 949 990
FP7-ICT-2013-1I
United Kingdom
CSA - Coordination and support action

Objective

This project aims to bridge communities of creators with communities of technology providers and innovators, in a collective, strategic intelligence/roadmapping effort to streamline, coordinate and amplify collaborative work towards developing, enhancing, and mainstreaming new ICT technologies and tools by addressing the needs of different sectors of the creative industries (e.g. art, culture, publishing, design etc). Despite the profound impact of ICT in most of society's daily activities, ICT engagement with art seems to have been left a bit behind. To fill this gap, ICT use could help make art more widely accessible, more inclusive, and generate significant awareness around it. The project will involve creators who currently use ICT tools in their everyday creative practices, and engage them in a collectivR dialogue with ICT researchers and developers, with a focus of empowering creators by giving them access to new forms of facilitation, enhancement, and contextualization of the creative process and its product--the artistic inspiration, pursuit, and possibilities, as well as the artwork itself. The focus will be the future ICT R&D agenda, which will develop new tools for supporting the creative processes as well as enhancing and improving existing tools and platforms to be more adapted to, or to better care for, the needs of specific creators' groups. Thus, the project will also contribute to overcoming the existing fragmentation in efforts by bringing together the relevant stakeholder communities, and to the creation of a critical mass of ICT and creative communities working together. The main target users will be individual creators/workers and professionals, as well as SMEs, creative groups, communities, and organizations. Main results will include recommendations for policy, planning, and decision making for the creative industries community and convergent plans (roadmaps) for specific future actions and initiatives developments for each creative sector.

Coordinator

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COnCEPT

Project ID: 61072

Funded under: FP7-ICT

COLlaborative CrEative design PlaTform

ICT-2013.8.1 - Technologies and scientific foundations in the field of creativity

From 2013-10-01 to 2016-09-30, closed project

Total cost: EUR 4 567 610

EU contribution: EUR 3 300 000

FP7-ICT-2013-11

Luxembourg

CP - Collaborative project (generic)

A platform to assist professional designers when in remote collaboration during the creative stages of the design process. Industrial design and development is performed through a range of processes such as analysis, process planning, design engineering, assembly planning, manufacturing, inspection, etc. Professional designers utilize the Internet and Web technologies to collaborate and improve the new product time-to-market, supply chain management, and to reduce development life-cycle cost, in order to stay competitive. The technology developed to support professional designers focuses mainly on the modelling stages of the design process while the early conceptual stages remain unexplored. The conceptual stage of the design process is mainly focused on ideas generation, which are evaluated against general requirements. Distributed collaborative design is a complex process, and the lack of computer support tools in the field makes it difficult for Small to Medium Enterprises (SMEs) to bring new products to market, on time and survive market competition. There is a great need for seamlessly integrating product development processes, into a comprehensive collaborative design environment, that could assist professional product designers when distributed during the early stages of the design process, to innovate, and shorten product development life-cycles. The scope of the COnCEPT project is the implementation of a semantically driven collaboration framework to be integrated into future synchronous/asynchronous collaborative design environments, dedicated to assist professional industrial designers when distributed during the early stages of the design process and in collaboration/communication with their clients. A number of research and technological challenges will be addressed, including the semantic integration of collaborative tools and data, effective methods for communication and interaction among distributed teams, group awareness and the use of metaphors for conceptual design; which have unique considerations and applications during early-stage product design.

Objective

Product design and development is performed through a range of processes such as engineering design, analysis, process planning, assembly planning, manufacturing, inspection, etc. Professional designers utilize the Internet and Web technologies to collaborate and improve the new product time-to-market, supply chain management, and to reduce development life-cycle cost, in order to stay competitive. The technology developed to support professional designers focuses mainly on the modelling stages of the design process while the early conceptual stages remain unexplored. The conceptual stage of the design process is mainly focused on ideas generation, which are evaluated against general requirements. Distributed collaborative design is a complex process, and the lack of computer support tools in the field makes it difficult for Small to Medium Enterprise (SMEs) businesses, to bring new products to market, on time and survive market competition. There is a great need for seamlessly integrating product development processes, into a comprehensive collaborative design environment, that could assist professional product designers when distributed during the early stages of the design process, to innovate, and shorten product development life-cycle. The scope of this proposal is the implementation of a semantically driven collaboration framework to be integrated into future synchronous/asynchronous collaborative design environments, dedicated to assist professional product designers when distributed during the early stages of the design process. A number of research and technological challenges will be addressed, including the semantic integration of collaborative tools and data, effective methods for communication and interaction among distributed teams, group awareness and the use of metaphors for conceptual design; which have unique considerations and applications during early-stage product design.

Coordinator

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 TEKNOLOGIAN TUTKIMUSKESKUS VTT, FI
 UNIVERSITEIT HASSELT, BE
 VIRTUALWARE 2007 SC, ES

2014-2020: HORIZON 2020

EMOTIVE

Project ID: 727187

Funded under:

H2020-EU.3.6.3.1. - Study European heritage, memory, identity, integration and cultural interaction and translation, including its representations in cultural and scientific collections, archives and museums, to better inform and understand the present by richer interpretations of the past

Emotive Virtual cultural Experiences through personalized storytelling

CULT-COOP-08-2016 - Virtual museums and social platform on European digital heritage, memory, identity and cultural interactions

From 2016-11-01 to 2019-10-31, ongoing project

Total cost: EUR 2 646 447

EU contribution: EUR 2 643 447

H2020-SC6-CULT-COOP-201^

United Kingdom

RIA - Research and Innovation action

Objective

Storytelling applies to nearly everything we do. Everybody uses stories, from educators to marketers and from politicians to journalists to inform, persuade, entertain, motivate or inspire. In the cultural heritage sector, however, narrative tends to be used narrowly, as a method to communicate to the public the findings and research conducted by the domain experts of a cultural site or collection. The principal objective of the EMOTIVE project is to research, design, develop and evaluate methods and tools that can support the cultural and creative industries in creating Virtual Museums which draw on the power of 'emotive storytelling'. This means storytelling that can engage visitors, trigger their emotions, connect them to other people around the world, and enhance their understanding, imagination and, ultimately, their experience of cultural sites and content. EMOTIVE will do this by providing the means to authors of cultural products to create high-quality, interactive, personalized digital stories. The EMOTIVE project targets two main groups of users: 1. Authors: members of the cultural and creative industries in charge of creating interactive cultural experiences (i.e. interactive stories) and making them available to the visitors.; 2. Visitors: people experiencing the cultural site through a "World" created with the EMOTIVE Authoring System. They join in the available experiences when entering the site or when remotely connecting to the site's Virtual Museum object. The project results will be evaluated and validated in major cultural sites in Europe through an extensive network of cultural organizations and creative industries that have expressed their interest to the project.

Coordinator

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 EU contribution: EUR 489 620

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 EU contribution: EUR 241 891.20

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