THE FUTURE
WE CHOOSE
(2020 KA229)



Erasmus+

C 8. SUSTAINABILITY OF EUROPEAN PROJECTS

BELGIUM

Short-term

joint staff training event

PROGRAMME

- Ice-breakers
- Guestspeaker Bart Wauters ‘Erasmus+projects OLVE in the past’
- Coffeebreak
- Workshop: Impact of the project
- The future we choose: what now?

Ice-breaker: Who is it?

- Everybody filles in the questionairy. Put a special mark on it (so you can recognize it later)
- Pages get mixed and everybody gets a unknowed list
- Walk around and you may ask every person one question
- If you to know your person, write down the name and step out of the game
- Next round: walk around and …
- Everybody guessed? Let’s see if you were right. The sooner the guess, the more points you’ll get.

Guestspeaker: BAWA



Workshop

Purpose of the Impact+ Exercise

- The Impact+ Exercise is intended to help projects think about what their impact will be, how they will measure it and how they will collect data to evidence it. As well as being essential in order to work out if your project has been successful or not, measuring impact is often required by funders

STAGE 1 and 2

- Central table – ‘What are you trying to achieve?’ ▫ Workshop participants discuss the aims and activities of their project. They write a short statement of what their project intended to achieve on the paper

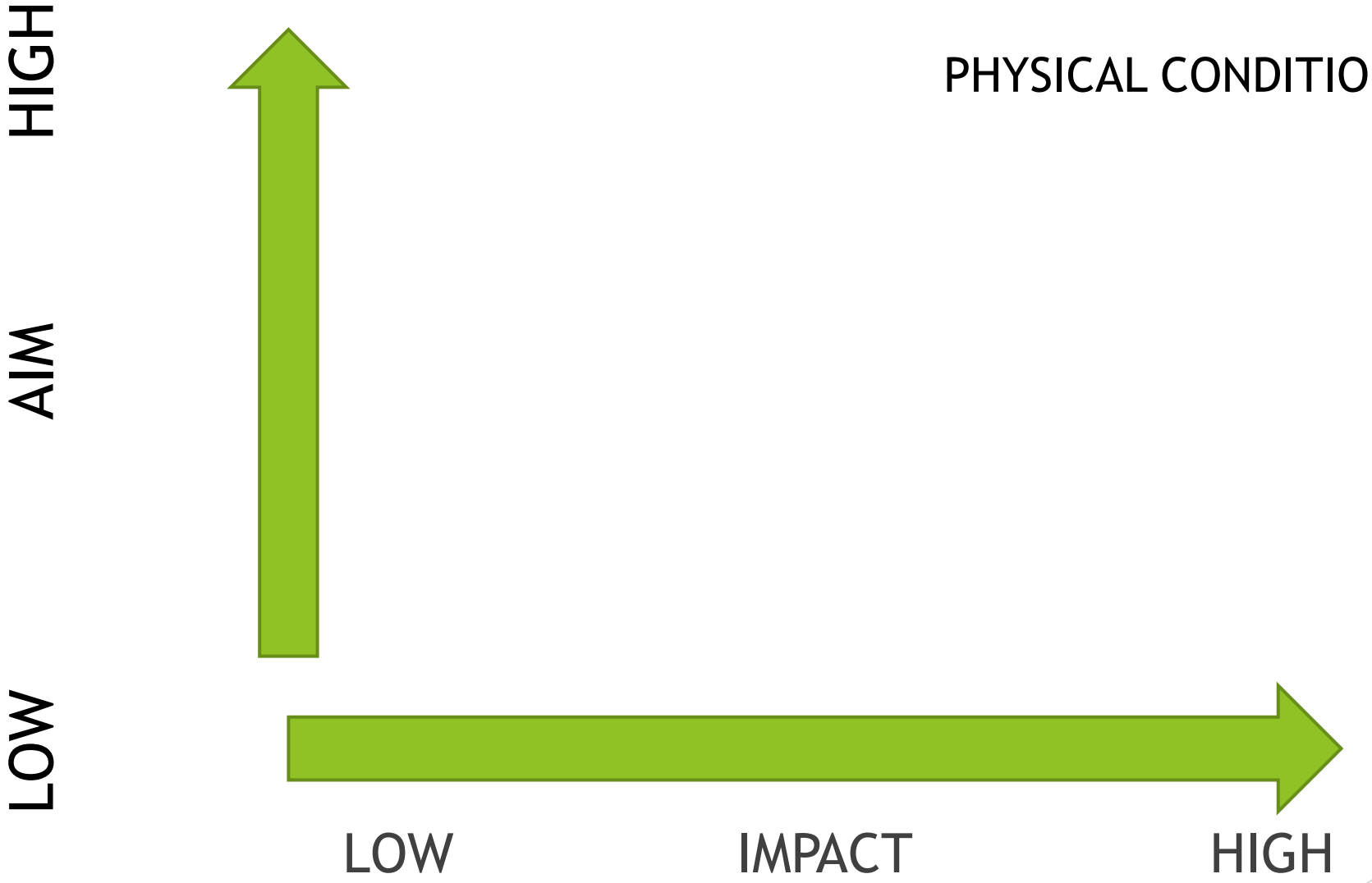
- Four side tables represent four different areas of potential impact for projects:
- o School
- o Learners (individual students)
- o Systemic (the sector, subject area of the project, peer or beneficiary networks, policy or legislative change)
- o Participating teachers

Step 1: discussing core project aims and activities

- Every country should discuss their project and aim to include a short statement of their aim and intended impact(s) on the central table
- Every country puts 5 aims (post-it landcolour) on the paper.
- Discussing with the whole group

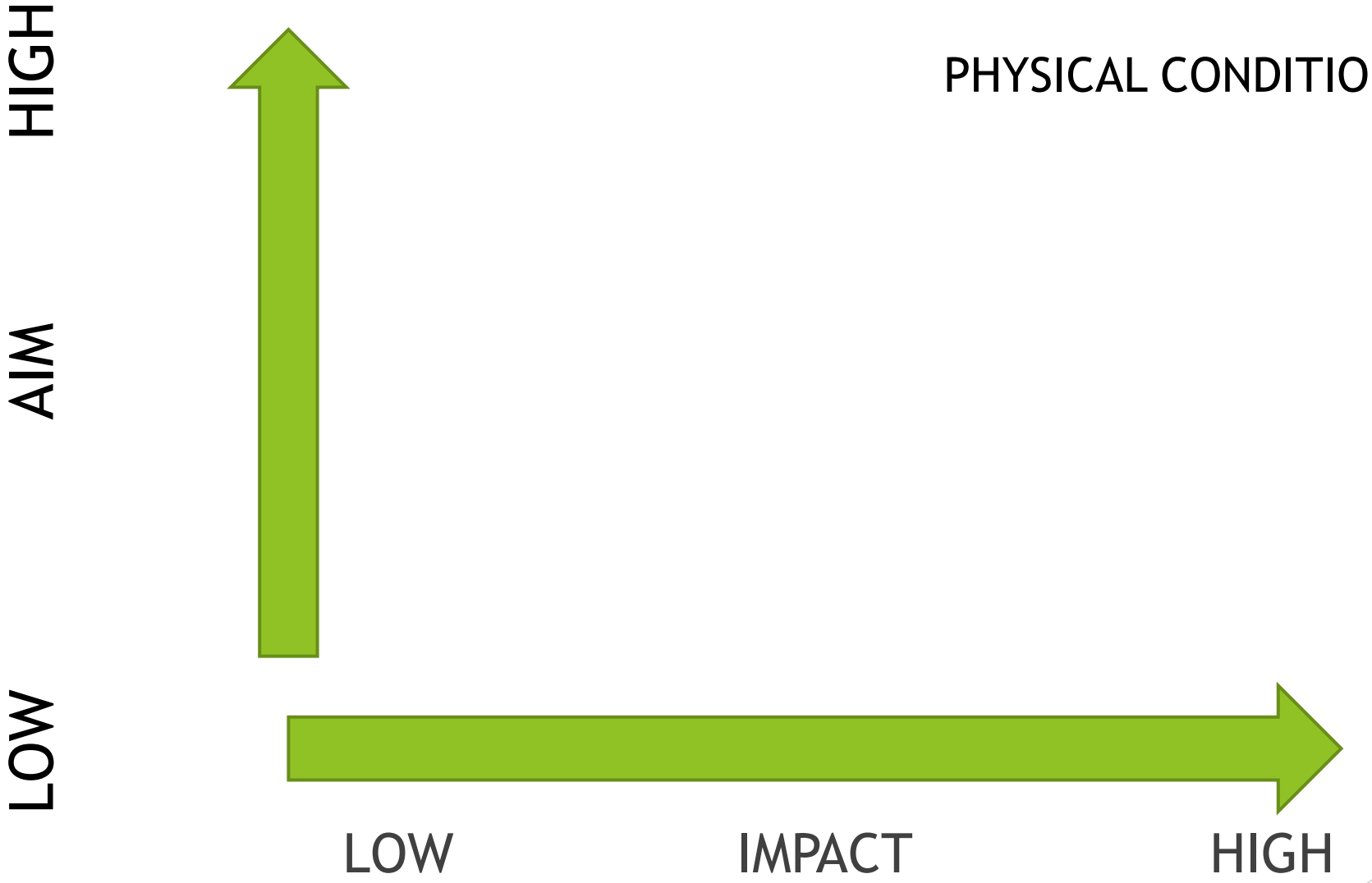
Step 2: discussing the expected changes (outcomes and impacts) in each country

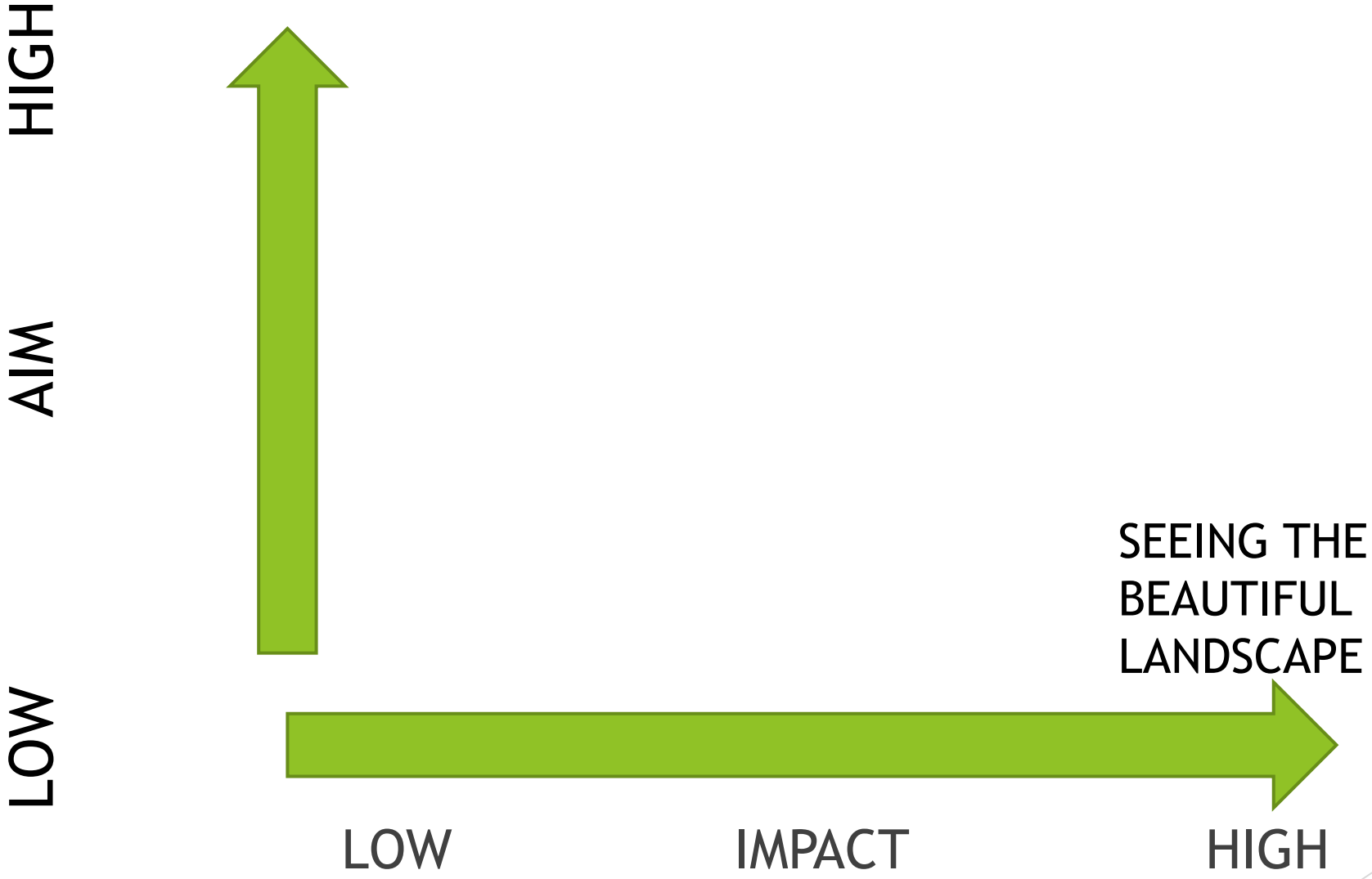
- Participants in each country discuss changes occured as a result of the project. They write their suggestions on a sticky note and put them in the appropriate sidetables (IMPACT)
- The aim is to rate how important the notes in each sidetabel are to the achievement of the overall intended aim in the centretable (AIM)
- Post-its on the different tables

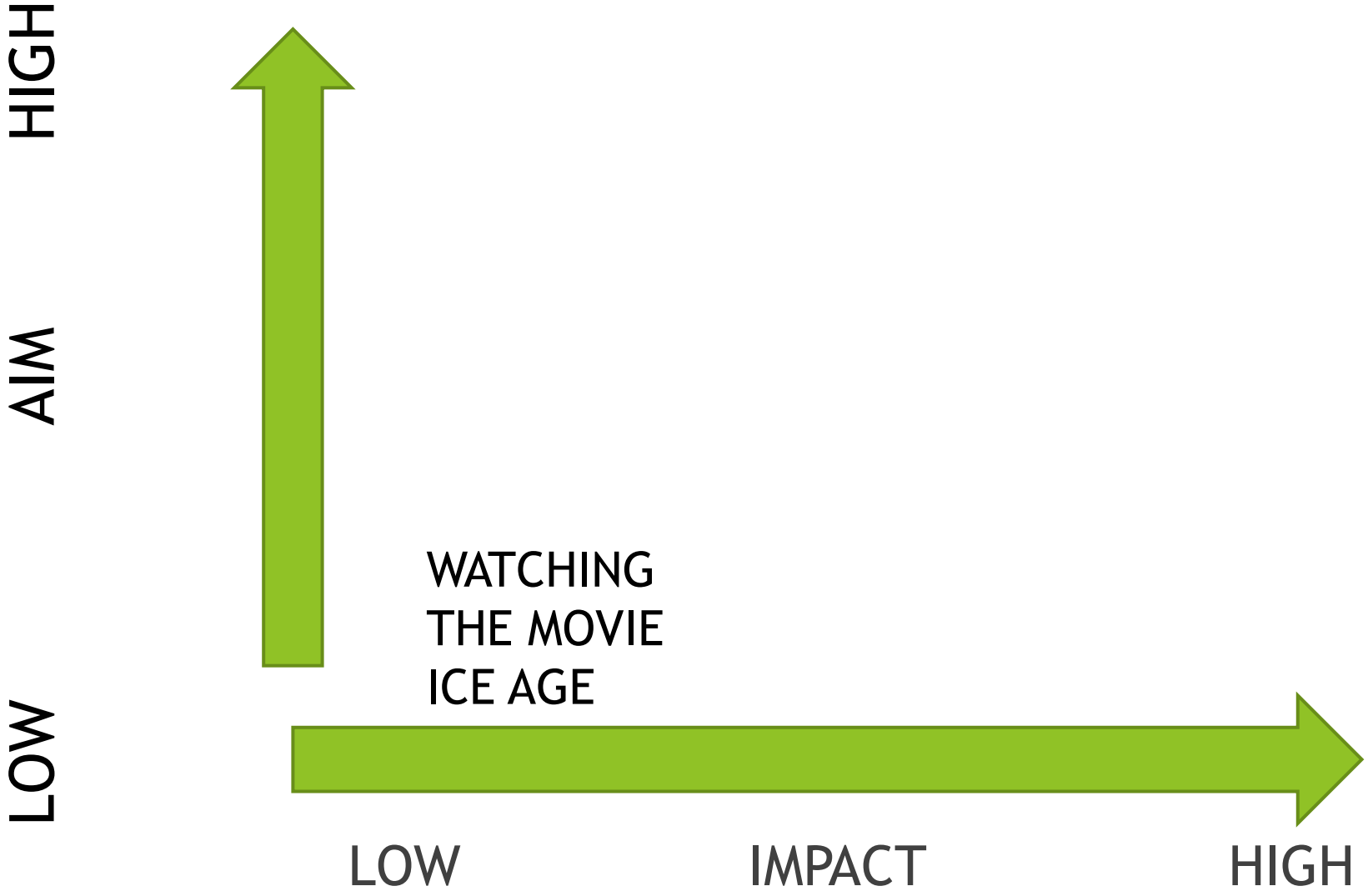

HIGH
AIM
LOW
PHYSICAL CONDITION
LOW
IMPACT
HIGH

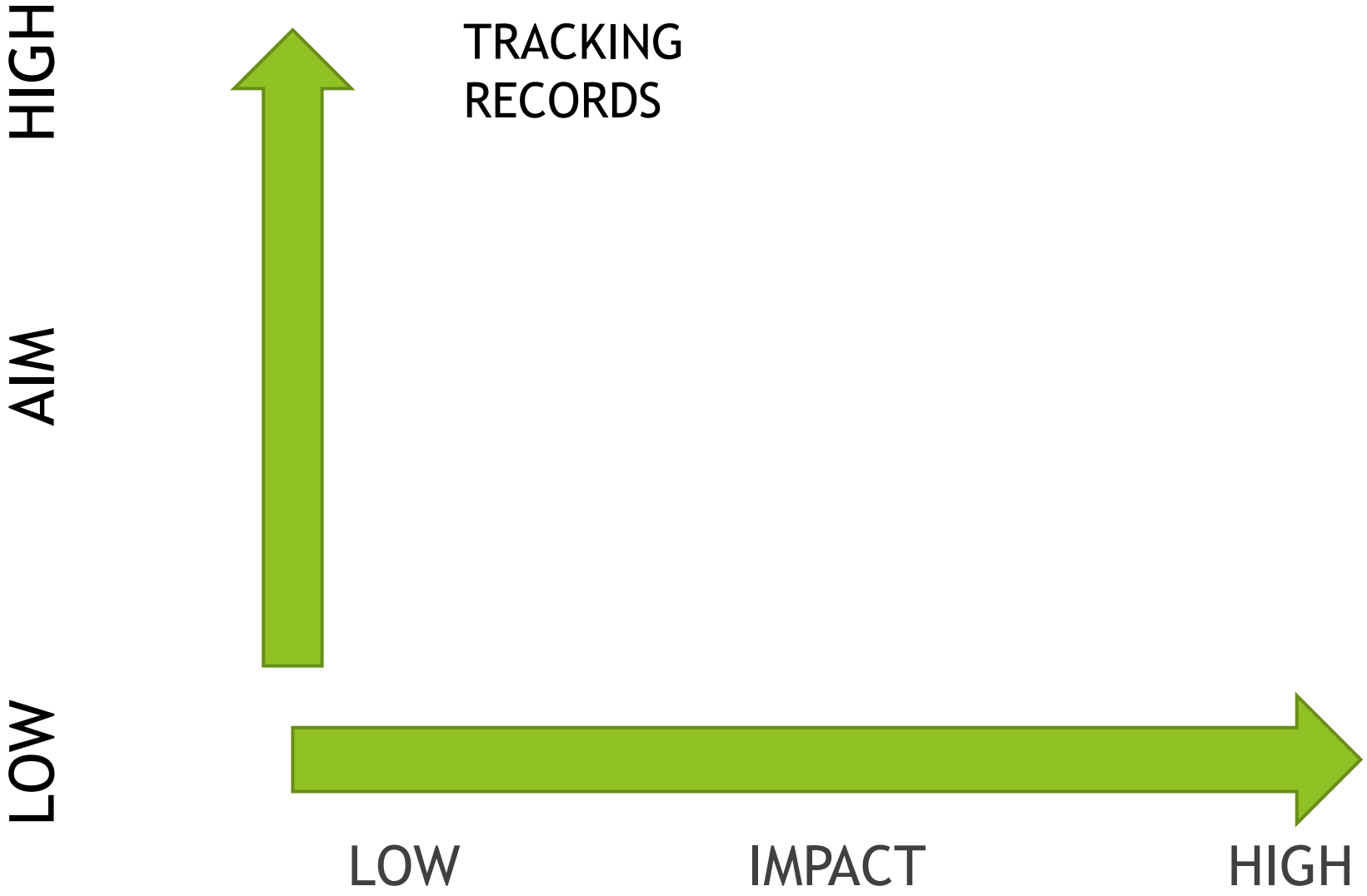
Example

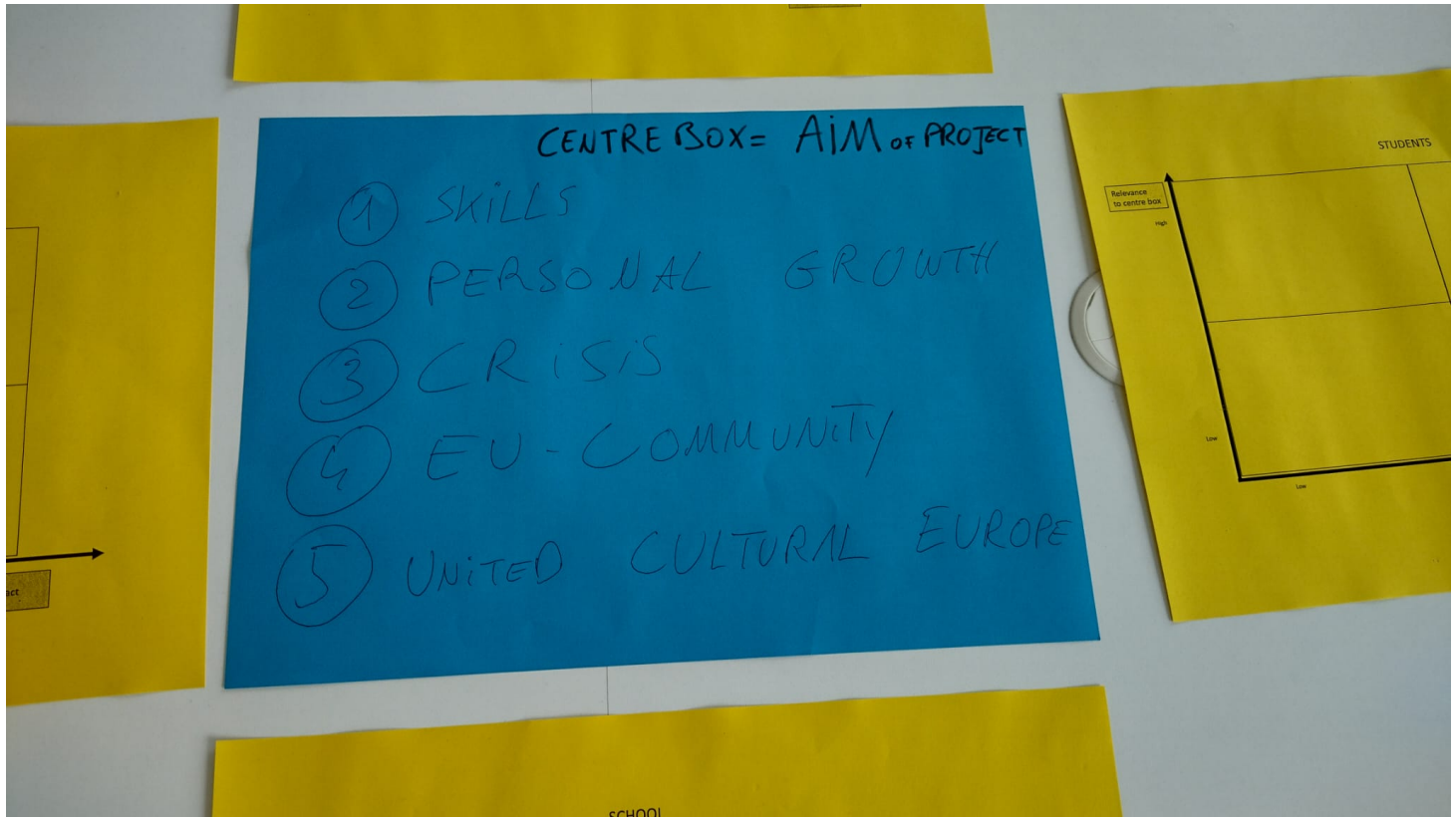
- Project: running a marathon in every country every day
- Aims:
  - better health for the students
  - better results at the Olympics
  - more friendship between countries

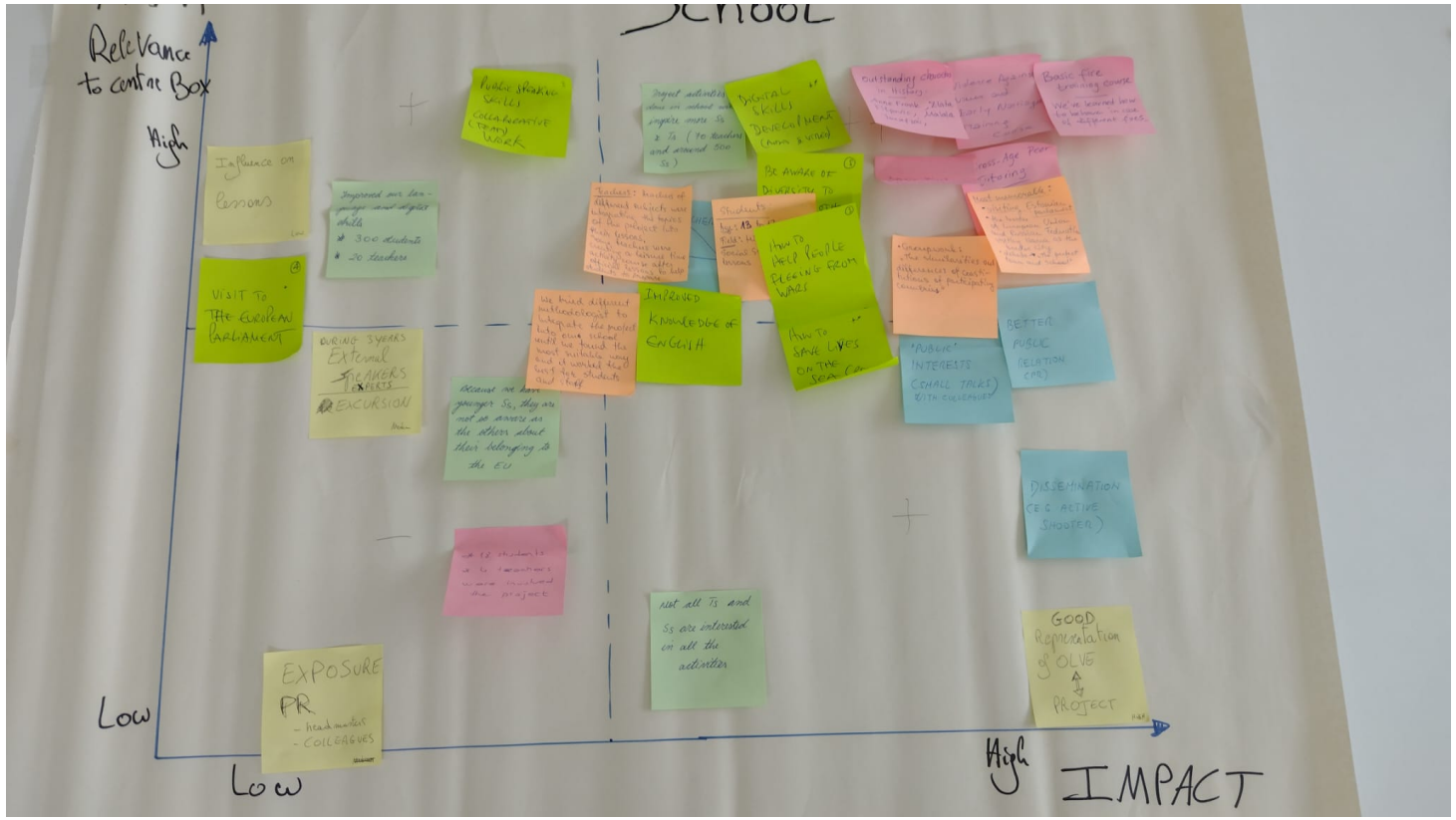

HIGH
AIM
LOW
PHYSICAL CONDITION
LOW
IMPACT
HIGH


HIGH
AIM
LOW
SEEING THE BEAUTIFUL LANDSCAPE
LOW
IMPACT
HIGH


HIGH
AIM
LOW
WATCHING
THE MOVIE
ICE AGE
LOW
IMPACT
HIGH


HIGH
AIM
LOW
TRACKING
RECORDS
LOW
IMPACT
HIGH


CENTRE BOX= AIM OF PROJECT
1 SKILLS
2 PERSONAL GROWTH
3 CRISIS
4 EU-COMMUNITY
5 UNITED CULTURAL EUROPE
STUDENTS
Relevance to centre box
High
Low
Low


Relevance to centre Box
High
Low
Low
High
IMPACT
Influence on lessons
VISIT TO THE EUROPEAN PARLIAMENT
DURING 3 YEARS External SPEAKERS EXPERTS EXCURSION
Public speaking skills
COLLABORATIVE (TEAM) WORK
DIGITAL SKILLS DEVELOPMENT
BE AWARE OF DEVERSITY TO
IMPROVED KNOWLEDGE OF ENGLISH
HOW TO HELP PEOPLE FLEEING FROM WARS
HOW TO SAVE LIVES ON THE SEA
Basic fire training course
Cross-Age Peer Tutoring
BETTER PUBLIC RELATION (PR)
"PUBLIC" INTERESTS (SMALL TALKS) WITH COLLEAGUES
DISSEMINATION (E.G. ACTIVE SHOOTER)
GOOD Representation of OLVE PROJECT
EXPOSURE PR
- headmasters
- COLLEAGUES
Not all Ts and Ss are interested in all the activities


ESSENCE/AIMS
The Future We Choose
UNITED CULTURAL EUROPE
5
Be AWARE OF THE MAIN CONCERNS OF OTHER COUNTRIES
Experience DIFFERENCE IN CULTURE
ACTUAL SOCIAL TOPICS / THEATS
INTERACTIVE ACTIVITIES
To realize the problems in our school. e.g. deficiency in school facilities
To become more aware about your country and other countries culture
TO ACCOMODATE Ss & TEACHERS FROM DIFFERENT COUNTRIES
CRISIS
3
TO TEACH Ss & TEACHERS PRACTICAL KNOWLEDGE
Deal with crisis situations
Being Prepared for a crisis
To be aware of crisis of any countries in the past and nowadays and to compare it with other countries
To classify the crisis situations and act accordingly.
EU-COMMUNITY
4
To unite with the European Community
To become an responsible EU citizen to feel being a part of the same unity
TO ALLOW PEOPLE INVOLVED TO BE BETTER CITIZENS OF THE EU
EUROPEAN CITIZENSHIP
MUTUAL COOPERATION / RESPECT
BUILD A BETTER FUTURE IN EUROPE
TO REPRESENT THE SCHOOL AT INTERNATIONAL LEVEL
MOBILITIES ABROAD
1 SKILLS
IMPROVING DIGITAL SKILLS / TOOLS
EXPERIENTIAL LEARNING
To develop Pupils' language skills
LEARN FROM THE PAST (PERSONALITIES)
PRESENTATION SKILLS
TEAM LEADING / TIME MANAGEMENT
To improve communication skills in English
To develop Pupils' Social skills
TO TRAIN TEACHERS TO BE BETTER (EXPERIENTIAL LEARNING, DIGITAL SKILLS)
PUBLIC SPEECH / PRESENTATIONS
2 PERSONAL GROWTH
PREPARE TO THE UNEXPECTED
TO BRING STUDENTS, TEACHERS & COUNTRIES TOGETHER
EXPERIENCE INEXPERIENCED
To have new friends from Europe.
To develop empathy and tolerance between people

Step 3: rating outcomes / impacts

- General outcomes/impacts for the whole project (7th post-it)

Stage 3: Data Sources & Data Collection

- Where did we achieved our aimes?
- Products (material, non-material)
- Where can we find them?

Stage 4: Round-up, sustainability and prospects

- Prospects shortterm and longterm
- What can we use from this workshop?
- The next years: what can we still us after the project? (school, systemic,…)
- Plans for the future: networking, personal development (teacher, students, ….)
- https://www.epos-vlaanderen.be/