

We are all children of Ancient Greeks and Romans

1.Aims

It is our opinion that the foundations of our contemporary European culture lay in the Ancient Greek and Roman heritage which under the Christian influence fell under the influence of the Middle East.

Our intention is to look for the elements of this heritage in our everyday life. We are convinced that such doings have the aspect of integration –they can create a stronger bond between European nations, also integrating incomers from outside of the European Union.

We shall start our heritage search with architecture, painting and sculpture, through music and poetry to theatre and literature, finishing with the top science which is mathematics. Thanks to the ancient researchers such sciences as geography, algebra, logics and geometry were also being developed.

Contemporary mathematics would not exist without the ancient foundations. We will try to prove that their ideals of beauty are still valid. We will not forget about the ancient archetypes which are present in the contemporary mass culture and which are difficult to recognise. We will refer to philosophy, ethics and morality, searching how Judaism and Christianity which evolved from it, in connection with Greek and Roman Philosophy, influences our mentality.

We will also want to discover how important today are the ancient inventions in the field of politics, economy and military.

For centuries the Ancient Greek and Roman culture was consolidating classical patterns and values to which we are still referring. We have big respect for their artistic works and thoughts. We are convinced that it will remain so in future, it will be called for by creators of literature, philosophy and art, as it should be considered the true treasure of our European culture.

The Ancient culture surrounds us, yet we are not always able to see it and call it with by the adequate name. Our aim is to increase the awareness among ourselves and our pupils how important and still present the culture of our Ancient Greek and Roman ancestors is.

Targets:

1. To modernise teaching and learning methods by integrating modern IT technologies, active-learning techniques, solving problem techniques and CLIL.
2. To improve the results of pupils with learning difficulties, especially in the field of mathematics, science and general reading and writing, through more innovatory methods of teaching, to help their development
3. To help integration of student communities from schools participating in the project through showing them that we all have the same roots and that this fact is more important than our religious political and ethnic differences
4. To arouse pupils' interest in learning using modern approach, allowing critical thinking and involving cultural context while teaching science and humanities
5. To create exchange of experiences among teachers involved in the project by disseminating examples of good practises. This exchange should specially include ideas about new technologies and planning work with groups of children with special educational needs (caused for instance by different backgrounds, immigrants, refugees etc), also how to fight stereotypes and prejudices

6. To increase openness and tolerance towards people from different nations, ethnic and religious communities.

The aim of this project is to diagnose pupils' needs, to stimulate their passions and creativity in solving problems. To answer the needs of the teachers we shall offer to modify their teaching environment concerning ways of passing on their knowledge while developing students' skills.

For the Polish team the aspect of integrating children coming from different communities and countries will be very interesting. To our team it will be an eye opening to find out how to work with children coming from countries beyond European Union. It will be probably interesting for all teachers to exchange ideas on this topic. Using the CLIL technique (integrating knowledge from different subjects) and exchanging ideas about it will help to tackle the problem of students not knowing how to put theory into practice.

This project is addressed to pupils at the age of 10 to 16 years old. Its international character will allow students to find links between nations of Europe which are beyond ethnical, religious and political divisions. For that, personal meetings will be essential. Tracing the antiquity at various places of our continent will show them the wealth of our common heritage. The exchange of experiences between teachers and pupils from far away parts of Europe will consolidate the good practises.

1. Innovatory approach

Traditionally when we think of antiquity we consider architecture, art and history. According to our opinion the ancient heritage influences all domains. Therefore we are planning to use an innovatory synthesis of different fields of knowledge which are essential in education (maths, biology, humanities, and European languages). We want to do it with the help of modern teaching methods and Information Technology. We will want to gear the children's natural interest in technology towards using it to gain knowledge which is essential from the educational point of view. We are hoping to work out some innovatory method of teaching which will be used by the partnering schools and through them, hopefully, by other schools as well.

The innovation will be based on integrating theatre, science and IT. Our intention is to show that "old" can merge with "new" and science with humanities.

The subsequent innovation will be using new technologies in action – using IT to complete all the tasks as they follow.

The present project was preceded a year ago by creating cooperation between our schools, which was initiated through eTwinning programme. All partnering schools were organising similar events such as competitions, debates, drama and art. Those activities consolidated the present cooperation and will allow a better impersonal contact between teachers and students.

2. Division of duties and tasks

Each of the participating schools is responsible for the organisation of partnership visits and will coordinate a chosen element of the program. We would like all the duties to be shared equally.

The role of the main co-operator has fallen on School Debinka in Poznan. But we would like to establish a very close collaboration with all program coordinators so that all decisions are taken together. We have been cooperating for some time already, therefore we have already decided about the competences of each partnering schools and divided the tasks as follows:

1/ Spoleczne Gimnazjum Debinka :

- Coordinating of the whole project
- Preparing the first international project meeting (M1)
- Organising the last short-term exchange of groups of students (C4) in which students will be participating, during which we will sum up our school collaboration
- Preparing and conducting the review of school drama groups
- Designing the website and making a film summing up the project

2/ ICA2

- Creating the rules for the Knowledge of Antiquity Quiz and conducting its final stage
- Preparing and running the first short-term exchange of groups of students (C1)
- Preparing the workshops / discussion panel connected with the problem of integration (for teachers)
- Making a film and gathering all the information about this part of the project

3/ IES Costa del Sol

- Creating the rules for the Photographic competition and organising its final stage (the exhibition)
- Preparing and conducting the theatre workshops
- Preparing a presentation / discussing panel on the topic of methods of integrating the minorities and supporting pupils with special needs in acquiring key competences
- Preparing and running the second international project meeting (M2)
- Preparing and running the second short-term exchange of groups of students (C2)
- Making a film and gathering all the information about this part of the project

4/ICA3

- Preparing the exhibition of inventions (including the logical and mathematical games), also the review of fashion inspired by the antiquity
- Preparing the discussion panel (for teachers) on how to use IT in education
- Preparing and running the third short-term exchange of groups of students (C3)
- Making a film and gathering all the information about this part of the project

The Spanish School will be in charge of coordinating all activities to do with art (this school is best equipped to do that and has staff who is very experienced in this field); the Italian schools has good practice in preparing activities which integrate groups of minorities and know how to share this knowledge, so they will be responsible for actions directed towards teachers and the exchange of their experiences. Due to the schools' location they will be naturally the basis for students' hands on learning about the ancient world. That is why we decided to integrate two schools coming from the

same area. This factor will help their close cooperation. This will ensure the full use of those teachers' potentials and will allow pupils to get to know the similar environment better as two tours will be organised to the same place

Cooperation and communication

It has been agreed that the language of communication is English. To communicate (teachers and students) we will use electronic means (mail, internet, social media, e-Twinning). We are planning to have six project meetings during 24 months, which is the predicted length of our project, on average every 2 to 3 months.

The first coordinators' meeting of partners will take place in Poland, in October 2016 (M1) and it will be dedicated to organization of the project; among others the following problems will be discussed: technical details how to conduct each stage of the project and how to disseminate its results. During the meeting we will decide on the rules of the Antiquity competition and the range of topics that should be included. The rules of the photographic competition and the international drama workshops to take place in Spain in May 2017 will also be decided. The project internet website should be designed and tools of using it must be chosen. During the time of the meeting our school will play an outdoor game (a yearly tradition) to which participants of the meeting will be warmly invited. It will also be an interesting way of realising some elements of our programme. This year the theme of the game is going to be the 1050th anniversary of the first Baptism in Poland (which is considered to be the beginning of our country' history), therefore it will be connected with the topic of common roots of all European countries.

The second meeting is planned for January 2018 in Spain. The aim of this meeting will be to monitor and evaluate the project so far. As in the first meeting, only coordinators will take part. During that meeting we will be planning the rest of activities which were not decided upon during the first meeting. Teams consisting of four teachers from each school will be present at each meeting. That includes the local team plus other local teachers involved in the project.

Groups of 7 pupils from each partnering schools will participate in all following meetings. They will take place in January 2017(C1) in Italy (the final of International Competition concerning the knowledge of Antiquity), in May 2017 (C2) in Spain (the final stage of the Photographic competition and drama workshops), in October 2017 (C3) in Italy again (international exhibition of inventions and fashion show inspired by antiquity) and the last one in Poland again in May 2008 (C4). During meetings the project products will be prepared and effects of our mutual work in partnering schools will be shown.

During the last meeting in Poland the project will be summed up. The summing up will take form of a school drama review. Students will perform adaptations based on ancient drama, but put into present realities or plays created by themselves and inspired by the ancient times.

3.Results

During the implementation of the project:

- the students will learn how to build and manage the website.They will actively take part in the process of building and managing the website. The active website will be available to all the project schools' administrators and thus it will become the second information channel of the

project (next to e-Twinning tools). Thanks to that activity the students will acquire skills which go beyond the core curriculum.

- students will learn the basics of film making process using the newest information technologies (directing, lighting, sound making, set making, setup). As the result of their work we will have documentaries recording the steps of their project activities. Just like in the case of the website, students will acquire the skills which go beyond their core curriculum for this level of education.

- during the scheduled photography workshops , which will take place in each school, students will learn how to work with newest technologies in photography (how to use the equipment, graphic computer programs for photo making). As the result of the competition there will be an exhibition of works, which aims at showing the modern references to antiquity in the contemporary world. To prepare the workshops we will try to involve experienced photographers- members of the local community. Just like with the previous activities, the students will acquire here the skills which go beyond the curriculum.

- students will take part in the series of classes prepared in cooperation with the local scientific center. The subjects will refer to the antic achievements and their roles in the contemporary world. The following competition will be based on the knowledge which goes beyond the core curriculum. It will cover the the connections of antiquity with the contemporary World especially as far as science, politics, law, philosophy and ethics are concerned.

- the series of theatre workshops will be held, followed by the festival of school theatres. The performances, which are going to be prepared by the students using the newest technology and their knowledge from different subjects, will refer to our common European heritage or will be inspired by the antiquity. For this task we will try to involve members of the local community who are professionally connected with the theatre and will be able to share their knowledge and experience with directing, sound making, lighting, creating the screenplay etc. with our students.

- students will learn how to create games (both computer and classical games), based on the knowledge from science and antic heritage (inventions, physics, biology, maths etc.) They will also learn to operate sophisticated graphic programs.

- students will improve their language competences, especially in communication in English and they will break the communicative barrier for using a foreign language for communication.

- teachers will exchange the experience and ideas for realizing different educational Project, also including the integration of minorities (the immigrants and refugees).

After completing the project:

- a short evaluation questionnaire will be carried out to show the level of acquired key competences, which have been mastered during the project activities. The results of the questionnaire can also measure the effectiveness of the tools, methods and solutions, which were used.

- the photo show will be exhibited in all partner schools and in the befriended institutions. The awarded exhibits will be presented in an electronic form on the website of the project, which is going to be the element of promoting the effects of the project.

- the games will be used as one of the tools for learning about the heritage of ancient civilization and the foundations of science (maths, physics, biology,, architecture etc)

- in each of the schools there will an organized group of students recording school life (film, photos) and a model for educating members of such a team will be created for the future.

- the performances prepared for the festival of school theatres will be shown in each and every school taking part in the project. We assume that the idea of the festival will be continued in the following years.

- students and teachers improve their communicative skills in English as a project language

- we encourage students and teachers to learn other partners' languages (especially Spanish and Italian)
- we encourage students and teachers to improve their knowledge and skills in such subjects as science, humanistic studies and IT.
- we are going to modify the tools for our work and add to it some newest IT technologies.

3.Participants up to 2500 altogether in all activities and countries.

All the students from all partner schools will be involved into all project activities. A part of the results of the project eg: exhibition, performances will be presented to other members of local community and to parents. The website of the project will have an open character, which will serve as a promotion of the project, its aims, methods of realization, and results.

Students:

- about 84 students will be able to participate in visits abroad
- we will involve into project work all school communities, although the direct performers will be a group of students. The rest will be welcomed to be the audience in the prepared activities or will take part in the workshops, lectures or make use of the effects of the project eg: games.

Teachers:

- as far as teachers are concerned, there are plans for 11 mobilities for each project partner, which makes about 44 teacher mobilities for the whole project.
- in each of the school there will be organized a project group (about 10 to 20 people from each school), responsible for the realization of particular activities.
- the school project coordinators will take part in each partner meetings (one person from each school), the rest of the teachers will be delegated as responsible for the particular activities. This system will enable the biggest number of teachers to take part in the meetings.

Parents:

- the beneficiaries of the project will also be the parent , who will be able to see the results of their children's work as well as works of other children taking part in the project.
- some Parents will have the direct contact with foreign students, and thus will be able to master their language competences and learn about the culture of other countries. It will help to fight with prejudices.
- the beneficiaries of the project will be also members of local communities, who will take part in the planned activities (exhibitions, performances, lectures).

Local community:

- the members of local community will be invited to take part in some activities (exhibitions, performances) and they will be able to learn about the results of our work and get to know the countries involved into the project.

Preparation activities.

- 1.Keeping in touch with the partner schools by internet tools
2. Creating project groups in partner schools
3. Promoting the idea of the project among students.
- 4.Setting the dates for partners' meetings and the rules for their organization.
- 5.Distributing the responsibilities for the particular elements of the project. Each partner takes the responsibility for the coordination of the part of the project, evaluates its results and implements the conclusions, which will help to prepare the next activities.

6. Setting the rules and tools for the evaluation of the project.

7. Setting the rules for disseminating the results of the project.

8. Setting the rules for the recruitment of students taking part in the project, and in the meeting abroad.

9. All the teachers from participating schools will be prepared for it by:

- presentation about Erasmus+ program
- being given the details of the aims, dates, methods and the assumed effects of the project
- being given the information about their responsibilities and safety procedures.

10. Students will be prepared for taking part in the project by:

- the general presentation of Erasmus+ program and our project program .
- preparing for the international meetings: getting information about the participating countries, their language, culture, traditions, religion, geography etc. during classes and special meetings (eg. with travellers, politicians, journalists, people of art and culture).
- giving information about the system of education in the partner countries.
- giving information about safety procedures (safety procedures, code of behaviour for hazardous situations during the journey and stay, alarms, emergency numbers).

11. Parents will be prepared by:

- presentations about the topic of the program and its elements.
- introducing schools taking part in the project.,
- being given the information about the safety procedures

Project management.

1. Budget control.

In order to control the budget properly, in each project school team there will be one person responsible for this aspect of the project and will regularly control the expenses.

All the expenses and costs will be negotiated to make sure that the best offer has been chosen.

All the participants will do their best to make the most of the money spent and the quality of the service provided. All the stages of the project will be completed at the end of the project (even if the disseminating process will be continued)

2. Time management.

Time management will consist in making the realistic schedule for each activity. It will make it easier to check if the activities are carried out according to the previously arranged schedule, and the deadlines are met at each and every stage of the project.

The activities have been planned in a realistic way, which helps to perform all the individual and team tasks, and acquire the appropriate skills accordingly to the needs of the participants.

What is more, the time spent at the international meetings (5 days) is adequate to our needs: 2 days spent on presenting the results of our work, 2 days of workshops and team work, and 1 day on planning the details of further activities.

As far as locally organized activities are concerned, the time for each activity has been assumed in such a way so as to effectively fulfill the task and not to disturb in the regular work of school.

As a result, in some cases the time for the activities has been planned for 4 weeks, while for the other activities for 8 weeks.

The proper time and budget management will be monitored at each stage of the project, by regular meetings and videoconferences of the coordinators, as well as consultations during each international meeting.

3. Monitoring and assessing the quality of the activities.

Monitoring of the activities will be through periodical international project meetings (M1 and M2), the aim of which will be summing up the stages of the project, exchange of experience and conclusions from the realized activities.

It will allow to point out the positive aspects of the cooperation, the possible problems that occur and try to find the methods to solve them and prevent from such situation in the future. Additionally during each of the students' visit (C1, C2, C3, C4) there will be time for coordinators to discuss the current issues.

The second monitoring tool is the international website of the project, which will publish the reports from the realization of the project tasks by partner school. It will allow to control the deadlines and prepare the materials necessary for the disseminating of the idea of the project.

The third tool will be the evaluation questionnaires – the same for each member of the project, which will help to assess the level of the acquired skill and knowledge by the students and the quality of project task realization.

We assume the assessment at different stages of the project:

1. Assessment after every partners' meeting: how the visit was prepared, how effective it was, what the conclusions for the next visit are. The questionnaires will be filled in by the participants immediately after the end of the meeting.

2. Marks which will assess the knowledge and skills of the participants at the beginning and at the end of each stage or the whole project. It will allow to assess the effectiveness of the activities and the accuracy of the choice of tools.

3. Each of the participants will prepare the annual report from the project. In this document there will be shown the effects of the planned for the year project activities. The report will include the analyses of the project realization in the period (planning, realization, effect), the modifications introduced with the reason , the acquired experience and the way in which it will be disseminated among the participants of the project, suggestions for the further activities.

Additional elements can be added by request of the coordinator or the partners of the project.

The report will be prepared in one form for every participants in order to avoid mistakes and simplify the procedures.

The school coordinators will be supported by the international evaluation group, which will be organized during the first meeting of the coordinators. We assume that , there will be one delegated teacher in each school- an evaluator, who will go through a training in "Dębinka" to get the proper qualifications to control the project and create the evaluation documents. The training will be run by experienced evaluators from Junior High School "Dębinka". The team will choose its leader, who will be responsible for the coordination of the activities monitoring the progress of the project and assessing its effects. We want to ensure the biggest possible autonomy, so that the effects of our work would be pictured in the most realistic way.

Monitoring will take place after each stage of the project, which means ca every two or three months. It will allow for regular assessment of our work and adjusting further activities to the specific needs of all the participants.

The methods and effects of disseminating the effects of the project will be subject to monitoring as well.

Risk management .

To diminish risk in the project we use such methods as monitoring all the activities and constant communicating between the coordinators, as well as their planned meetings.

Should any conflicts appear among the participants of the project or the international project teams, we are going to solve them through negotiations. The main rule will be to set common ground to reach the agreement in order to fully realize the project tasks.

The role of a moderator or mediator will belong to the school coordinator of the project, or, in case of conflicts between schools, to the coordinator of the whole project. In such situation we can count on the help from the side of school's psychologist, who hold the proper competences to deal with such problems. Also the schools' headteachers or their superiors may be involved in the process of solving the hypothetical problems.

To avoid conflict situations, in the project will be involved people, who have been cooperating for a year within a pilot project. We assume that the most important functions in the project can be doubled to avoid the problems with the realization of the project tasks in case of unpredictable random situations.

4. Quality and quantity indicators.

The monitoring system focuses on the ratio between the initial and the final level of knowledge, activities and effects. In order to measure whether or not, or to what extent, the project has led to the planned aims and effects, we have suggested the method which will ensure the fair appraisal of the situation.

Balance between the quality and quantity indicators of the success is necessary at each stage of planning and realization of the activities. This long and complicated process comprises the following stages:

- collecting and analyzing the data by using the following tools: questionnaires, assessment meetings, survey on the information published in the media etc
 - assessing the time and resources needed for particular activities of the project
 - specifying the norms by which the realization of the project will be assessed (ranges of results).
- The indicators of achievements will be within the SMART strategy – (specific, measurable, assignable, realistic, time-related).

The annual schedule of the project and annual report from the realization of the project will be useful tools to measure the level at which we will meet the particular and main goals. They will include the detailed information according to each and every main activity and will allow to control the quality of our activities.

QUANTITY INDICATORS.

- the number of the performer international meetings and students' / teachers' mobilities
- the number of participants disseminating the idea and results of the project (exhibitions, performances, presentations)
- the counter of entering the website of the project
- the number of students involved in particular activities of the project
- the number of games prepared for the project (we assume ca 20 games)
- the number of performances prepared (we assume 4 for the festival and 1 international) and their public presentations
- the number of classes connected with the subject of the project
- the number of pieces of information sent to the public media or published, which were connected with the project.
- the number of participants of the competitions and their results.

QUALITY INDICATORS

- essential description of the results of the project (exhibitions, presentations, performances)
- the analysis of the evaluation questionnaires
- a short diagnosis checking the level of the knowledge and skills acquired during the lessons made especially for the need of the project and filmed for it.
- the assessment of the functionality and attractiveness of the project website by its users.
- the analysis of the results of the external and internal

5. Implementation . Methods and activities.

In our activities we will use the methodology based on the statistic methods to describe the effects of work. It will be mainly based on quality and quantity factors which can be measured (as described in F1).

The most popular method will be the evaluation questionnaires, which will be carefully prepared (the form, method of carrying out, structure of respondents). We will also use different database eg: the list of participants of the workshops, meetings, lectures, performances etc. We will also use the description of measuring the educational effects of our students, eg the analysis of our students' results in external exams, as the gauge of the level of the achieved skills which were mastered in the activities planned for the project. To describe the effects we will use the descriptive method, which we regularly apply in our school activities.

Within the category „Project management and its implementation” we are going to finalize the following activities:

- purchasing the necessary software, which will be used to work with students (setup of the filmed material, digital picture montage, sound)
- making the enlarged copies of photos, printing posters and other materials.
- technical preparation for the expositions (frames, posters, transportation) and performances (purchasing the materials necessary for the decorations),
- purchasing some of the materials needed for the fashion show,
- purchasing some of the materials for copying and popularizing the games prepared by students (printing the boards, recording and copying the CDs), as well as the costs of disseminating the other results of the project.
- Organizing the workshops the teachers and students (copying the materials, hiring external specialists, if it's necessary)
- the expenses of extra business trips connected with the project, but not planned as a scheduled project meeting and the cost of remuneration for people responsible for running of the project (accountants, essential support).

The following actions will be taken:

A1. (from September 2016 to August 2018)- Building of the international website whose purpose is to publish the results of the activities by all partners. The website will be built by the international team of students, who will go through some series of training . The chosen teachers from each partner school will be the administrators of the website. For running of the website will be responsible the appointed students. It will enable them to acquire new competences much exceeding the standard curriculum.

A2.(September 2016-January 2017)-The competition of knowledge about antiquity connected with the series of classes prepared in cooperation with the local scientific centers, which will equip the students with the necessary knowledge to take part in that competition. It will be connected with the antic achievements. The competition will be based on the knowledge

exceeding the regular curriculum and will touch on the connections between the antiquity and the modern times (mainly in the fields of science, politics, law, philosophy, ethics). We will send you the regulations for the competition before our meeting in October. In November we will ask you to organize the competitions in your schools, and in January there is going to be the final round.

A3. (January-May 2017)- Photography competition- looking for antique inspiration in the surrounding world. There will be photographic workshop before the competition, where the students will be able to get the basic knowledge of photography, but they will also have the possibility to acquire the skills connected with the advanced technology for digital work on the pictures. All the works sent for the competition will allow us to prepare the international exhibition, which will be first shown in Spain, and then in different schools taking part in the project and/or in the related institutions. The exhibition will be one of the methods of propagating the results of the project. Similarly to the historical competition, in cooperation with our partners we will create the regulations, organize the school round as well as the international exhibition.

A4.(May 2017) International Theatre Show created on the base of the international screenplay, which will be a modern adaptation of the antique play or our own author's work based on the antique example. We assume that it will be a sort of artistic improvisation and the theatrical experiment shown during our international meeting in Spain. The show will be preceded by the theatre workshop. Its main purpose is to prepare the students to take part in the International Festival of Theatres. The inspiration for this experiment will be one of the Greek tragedies adapted to modern reality.

A5: (May- October 2017) The fashion show inspired by the antique standards connected with the competition for the best design of the T-shirt promoting our cultural links with the antiquity. In schools there will be workshops connected with designing, ergonomics and fabrics. Students will also learn about modern graphic programs which make the work of a fashion designer much easier. The whole process will be recorded in a form of films and photographs. The final show will take place in Italy.

A6: (May- October 2017)- Students will be divided into groups first to get some skills and then to make the models of antique inventions which have been used up today. They will also design the games- both board and computer games, which are supposed to be strategic with some economic and political elements. The games will be the final effect of the series of classes synthesizing the humanistic knowledge (history and politics) and science (maths, science, geography, economics). We assume that each school will prepare 5 games and 5 inventions, which will allow us to create the base of 20 games and 20 models- tools for learning about the antiquity and its heritage (geographical names, political and economic mechanisms, important people and situations connected with them, inventions and its applications, monuments, etc.) The games will be promoted in the partner schools environments.

A7: (May 2018) International School Theatres Festival in Poland, based on the authors adaptations of a chosen antique play. Eventually such festival may become a fixed element of schoolwork for the partner schools. There is also a plan for expanding the idea by inviting other students from different schools in partner schools areas to take part in the festival. The festival will be preceded by series of theatre workshops, also including meetings with "people of theatre". The main purpose is to awake the interest into theatre as the crucial form of passing "the message". We assume that the presented plays will be related to the modern times, but at the same time they will refer to the antiquity. Students involved in this part of the project will get the skills connected with organizing the theatre show, logistics, acoustics and other practical aspects of theatre work. We will also encourage to make use of modern technology in the

process of creating the show eg: light and sound . We assume that there will be 4 different shows, which will be recorded and shared on the website of the project.

A8: (September 2016-August 2018)- Film making program-creating the documentaries from the partner meetings (up to 10 minutes), which are supposed to record the meetings, their effects, conclusions. They will be published on the website of the project. The whole film making process will be made by the students , who will get technical and substantive support during special film workshops. In this way they will be able to get useful skills connected with film making process eg. with digital work on the acquired film material.

11. The benefits of action on learning and teaching (international meetings)

The added value of international meetings will depend on the development of language skills and overcoming cultural barriers and stereotypes. The process of preparing the meetings will allow students and teachers to improve their organizational capacity and promote the project in the local communities. Preparation of educational materials, including presentations, brochures, videos, and relationships will help to develop abilities related to the use of modern technologies. During the meetings, students, teachers and parents will be able to improve language skills (especially communication).

Meetings will get to know the culture, traditions and popular monuments of the partner countries. During those meetings the effects of the next stages of the project and share examples of good practices will be presented, including those related to adaptation and equal opportunities of students representing minorities e.g. ethnic minorities (the children of immigrants and refugees).

Cooperation in the implementation of project tasks between the representatives of the countries participating in the project will integrate our community.

To participate in the trips we want to choose the students who will be very involved in the the project. The possibility of participation of students in those exchange trips will motivate them to work better and improve their social skills and their scores in learning. We assume that we will support people at risk of exclusion from social, economic and cultural reasons.

Direct contact with ancient monuments and antique-inspired creations of human hands and minds from the later eras, will allow students to learn in an unusual way - by reaching into its sources. It will thus contribute in the increased interest in the subject of the design and the efficiency of the teaching process.

12. Effect

The experience gained by students and teachers directly involved in the project will have an impact on their academic, personal and professional development.

1. Students will gain new skills that go beyond teaching programs (among others related to the practical application of new technologies, but also to combine knowledge from different fields). Students will reinforce the key competences, so they will be better prepared for further education.

2. The project will contribute positively on self-awareness, self-reliance and self-confidence of the involved students.

3. In the field of intercultural education project increase the ability of empathy, awareness of existing similarities and differences between cultures rooted in the same heritage and their sources, intensifying the knowledge of their own culture and the cultures of the countries participating in the project. The project will also develop the cultural identity of participants by realizing autonomy and the main features of the national heritage. It will also have a positive

impact on the integration of ethnic minorities, religious and others whose representatives will take part in the project.

4. The project will shape a positive attitude to the people of the partner countries and build ties between teachers, parents and children from different parts of Europe.

5. The project will positively affect the development of language skills of the participants. It will build and develop a willingness to communicate in foreign languages (mainly English, but also Spanish, Italian).

6. An important element is to build an attitude of social activity among the participating young people. The project will provide an opportunity to create an atmosphere conducive to the development of self-education, active participation. We want to encourage students to take responsibility for the implemented design elements and independently, effectively and responsibly fulfill their obligations.

7. The project will positively affect the participating organizations:

- It will result in modification of curricula and methods of their implementation to the needs of students, including wider applications of modern techniques and knowledge in the field of IT in the teaching of traditional subjects.

- It will break the stereotypes of the division between the humanities and the sciences by demonstrating their common source.

- It will raise the importance of the knowledge of ancient philosophy.

- It will lead to the exchange of experience and good practices.

- It will increase the attractiveness of education for children, and will counteract burnout teachers.

- It will create the basis for closer cooperation between schools and parents.

8. These measures will be used as examples of good practice and will be published on the project website and e-Twinning platform.

9. Travel will open new opportunities, friendships, build entrepreneurship, which will have a positive impact on the environment surrounding the young man.

10. It will help to familiarize students with the culture, language, history, religion of other nations and it will increase the acceptance of diversity in the European Community.

The project is a good example of joint cooperation at local, regional and European level.

The effects of the project for the students and the local community:

1. increase the involvement of students in the life of the local community (exhibitions, performances, meetings, information published in the media);

2. the effects acquired by the direct beneficiaries of project can show a model for the development of indirect beneficiaries, not involved in the project activities, which may refer to their effects;

3. to increase the involvement of parents in school life by participating in project activities (exchange Student, performances, exhibitions);

4. increase the confidence of the local community to the potential of the school;

5. increasing acceptance for minority representatives involved in the project;

6. increase awareness of the community with the residents of other regions of Europe;

7. improve the performance of students affected by the project in the external examinations.

Expected impact on the regional and national level:

1. promote active learning adopted to the needs of students by facilitating their transition from the school environment to working life;

2. developing entrepreneurship, mastering the new technologies and improve the linguistic competence, which will help in the future in a better adaptation of the job market and possible further education;

Expected impact at the international level:

1. equal opportunities and increase of the social integration, including openness to minorities;
2. the integration of the sciences and humanities in the school curricula;
3. strengthening cooperation between schools in Europe.

The basic way of measuring is to receive feedback with surveys of students and teachers who took part in the project, as well as other stakeholders (schools, local authorities, parents). We assume evaluation of individual design elements, knowledge and skills of participants at the beginning and at the end of the project. We plan that at least part of the ongoing surveys will be carried out electronically, which will require implementation of the special scheme. We are prepared for this content and hardware. This will facilitate the collection and processing of the results.

The first level will be measurable results achieved by the students:

1. the acquisition of key competences, which will be measured on a scale of 1 to 5 (improved linguistic competence, the use of digital techniques, mastering the skills related to science and the humanities provided for the improvement of the project, e.g. Reading the source materials (including tables, charts, and maps);
2. the acquired competences will be measured by the number of produced materials (presentations, posters, albums, movies, portfolio, website) and events (contests, workshops). Another criterion will be the quantitative number of students who voluntarily take part in the project activities in their schools. It will reflect the level of the increased student engagement (increase confidence and motivation).

As for the impact on the partner schools:

1. to improve the quality of educational services and adapting them to the needs of the student, which will be measured by students and teachers in the form of a questionnaire,
2. improving the competence of teachers involved in the project (organizational skills, language skills, ability to work with modern technologies, the ability to work with children in need of support due to learning difficulties or problems of adaptation, in the social and economic area). The change will be tested by observations by the headmasters of the schools and the use of evaluation techniques.

The impact of the project on the local community:

1. the use of materials produced (examples of good practices, games, etc.) to other local schools (the number of requests for access to materials or downloads from the website)
2. establishing cooperation between schools involved in the project and the local authorities, the media, cultural and science institutions.
3. activation of the representatives of the local community to participate in project activities and contacts with the school (number of people involved in such activities).

13. Availability and dissemination of results

Results developed in the will be available to other interested partners on the project's website. There will be a film and photographic documentation of the various activities and program materials that will help other teachers to plan and carry out activities based on our ideas. Similarly, on the website there will be available electronic version of produced aids as well as games. A number of copies of games will be also distributed in the form of prints and digital copies between schools operating in our local communities. Their representatives will also be invited to participate in the most important various parts of the project.

The project results will be disseminated among the students and staff of the schools participating in the project, as well as local and regional educational partners each partner organization (parents and other family members, students, non-governmental organizations, local authorities, representatives of leading organizations and other pedagogical institutions).

INSIDE THE ORGANIZATION.

1. Target group: students aged 10-16 years.

Within each organization dissemination of project results will take place during the course of actions and will be conducted by the students in collaboration with teachers directly involved in a particular activity. This will be organized during various activities addressed to other students, e.g. during school activities and extracurricular activities. The aim is to allow more students to benefit from the experience and products of the project, e.g. Games created by their peers.

2. Target audience: Teachers and school's Staff Teachers and other school staff directly involved in the project will share experience and lessons learned with colleagues, e.g. during the training sessions of particular teams, interdisciplinary or meeting of the Council of Education

BEYOND governmental organizations

1. Target group at the local level (local governments, media and education authorities).

Dissemination activities are provided for each of the above mentioned institutions in order to raise awareness of the local community about the need to participate actively in the life of the school and provide support for students who want to develop their skills for the future's job market.

2. The target group for the regional and national levels (regional governments, the central government, the media and education authorities)

At the national level, the project results will be disseminated to politicians to turn their attention to the needs of schools and some initiatives. Thanks to good practice they can be distributed also at this level.

3. Target group of the European Union institutions and member countries (politicians, regional self-government, representatives of the educational authorities of other countries, teachers and head teachers from other countries)

Dissemination activities will create the conditions for the future strategic partnerships, which in turn will lead to the further development of international cooperation.

We plan to carry out the following activities to generalize the results of the project:

1. Create a project's website used to present results of the project.
2. Organize a school and an international exhibition of photographic works of students.
3. Arrange school's fashion shows inspired by antiquity.
4. Organize a public presentation of the international theatrical performances.
5. Provide games designed by students.
6. Organise an international festival of theatres.

To participate in all forms of dissemination the representatives of the local community, other schools, students, parents and representatives of the partner schools will be invited. The local media will be also informed about various activities within the project.

Other planned actions include:

- Informing about the project at conferences, trade fairs, involving partners;
- Placing information about the project on the social – networking site, eg. Facebook, e-Twinning;
- Placing information about the project and its results in the European database FRSE;

Channels: mass media; Internet; organization of the public presentation of the results, promotion of personal.

Dissemination of the project will take place during the project itself and after finishing it. Each partner school will conduct such activities as:

1. provide an archive of the project on the school website after finishing the cooperation;
2. exchange programmes will be included in the working program of the school and the experience gained in this project will be used in other initiatives;
3. organize a school event promoting the Erasmus +;
4. create a space in the school, which will be dedicated to the project, which will be constantly updated.

Only the most spectacular and effective activities have been chosen to be wide-spread, because they have a high potential of attractiveness for the media and potential viewers. This ensures a good flow of information about the project in the local media.

In principle, dissemination activities will also help to raise the academic performance of students directly involved in the work of the project. They are going to broaden their knowledge, competencies and skills. We plan that they will affect the other students at school, because the results of the work will spread in the classroom (to enrich the content of teaching, cooperation in conducting lessons between teacher and pupil).

Among the potential recipients of dissemination there should also be mentioned potential candidates for participating schools and their parents, because the actions promoting schools will participate in the exchange program Erasmus +.

For the dissemination of the results of the project activities in local communities and at the regional and national level are the responsibility of the partner schools and school coordinators.

For the dissemination of results at European level corresponds to the project coordinator (Lower secondary school "Dębinka"). The main tool for the dissemination of this level will be the project's website, which will be created and maintained by a professional team with significant participation of students.

Within each school participating in the project one teacher will be assigned as a counsellor for each team, responsible for dissemination activities. The responsible for popularizing the ideas from the program include the knowledge about the organization and supervision of such activities.

The counselor responsible for disseminating will strictly follow the plan drawn up by himself and appointed people (teachers and students), responsible for the next steps. They will choose appropriate communication channels for the dissemination of the results of each action.

Those responsible for disseminated will have the following features and abilities:

1. competence (knowledge of Microsoft Office (Word, PowerPoint, Publisher, etc.), Internet Explorer, Mozilla Firefox, etc.
2. Communication skills (keeping in touch with the media in press conferences)
3. Organizational skills (knowing how to organize a party at the local, regional, national and international level) with
4. Ability to coordinate teams and team work.

14. Durability

Actions having a real chance to continue are:

1. A change in the way teachers participating in the project work - increasing the number of interdisciplinary projects

2. The use of collected during the project teaching materials during lessons,
3. action of an international website,
4. action of project's archives placed on the websites of schools,
5. cooperation between the teachers involved in the project,
6. action project groups in the partner schools - as a result of project activities arise strong teams of teachers with expertise and experience in international cooperation, who will be able of making the next, similar challenges.