

## **Project summary:**

Our project 'We can make a difference' is a project on sustainable development in education. We are often presented with a variety of news and reports emphasising the trouble the planet is facing. All this information can be overwhelming and depressing for the pupils. Therefore we need to help children see the possibilities and potential for change. We will teach pupils about small and significant changes they can make. If everyone makes changes in their everyday lives, together we can make a difference. Changes can be made by all people, young and old. Information and knowledge is very important in order to do so. With an international cooperation like this project the pupils and teachers will see a broader picture. We need to stand together, across all nations, to solve the problem of the climate change and the impact it has on the planet.

In our project increased knowledge through teaching is an important part. We are going to focus on some of the UNs goals for sustainable development and increase the knowledge with regard to these goals. Increased knowledge combined with the small, more sustainable choices are the core of our project. Teachers are an important resource for having an impact as they meet a lot of pupils and can help them understand important issues.

We will focus on the goals; Affordable and clean energy, Sustainable cities and communities, Responsible production and consumption and Climate action. These goals give us an opportunity to work with all three aspects of sustainability; Social, Economic and Environmental. To structure the project each of these four goals will be worked with in a specific period to make sure that all participants focus on the same issues simultaneously.

The project involves schools from six European countries, Spain, Czech Republic, Greece, Italy, Latvia and Norway. The work will be tied to physical visits for teachers and cooperative work between the visits for both pupils and teachers.

The teachers will travel, and involve the pupils in the host country during the visit and all the involved pupils and teachers between the visits. The schools will send from 4 to 7 teachers on each travel. The variations in numbers are due to the fact that the different schools organize the project differently, it varies between involving all teachers and all pupils of the school, to some teachers and their classes. The pupils are in primary school from age 5 to 13, and the Italian school will also include pupils from their secondary school age from 13 to 16.

The project includes meetings, one in each of the six participating countries. When a school is hosting a visit, they are responsible for educating the visiting teachers as well as their own pupils on the chosen goal. The visiting teachers will attend the hosting schools' classes. The visiting teachers will in return also give lessons at the hosting school on how they teach sustainable development in their own school and in their own country. It will be exciting for the local pupils to learn about the other countries and how they work on the topic of sustainable development. This will give everyone a unique insight in the challenges and possibilities each country have. Emphasising many small, but significant changes each individual can do to make a difference. All the visiting schools will bring hand made crafts made by their schools pupils. This work will be made from sustainable material; either scraps, garbage or be redesigned from a common object. All the pieces will be displayed in an exhibition at the hosting school, open to all the pupils, teachers, local media and parents, and on the projects eTwinning page. If possible this exhibition will be open to the local community and this will be a way to spread awareness of the projects important message. In between the visits, pupils from different schools will share their work on different digital platforms, with opportunity to talk to each other.

One of results of the project will be a digital book. This book will contain a description of the work done on all four topics in all countries. We will focus on the different challenges specific to each country and the solutions each country might have found. It will offer a variety of practical methods used to teach the UN goals of sustainable development. This book will be read by all pupils and teachers and will be published on eTwinning. Hopefully this book can be used as an inspiration for teaching and be shared with other teachers across Europe. The increase in knowledge and awareness among pupils and teachers are the main impact of this project, all with the small changes the

involved schools' pupils and teachers will do to improve the situation of the planet. This increase in knowledge and change in habits will be documented in a survey. The fact that teachers are increasing their knowledge and get practical teaching methods and tips, will have a long term effect beyond the two year project period.

### **Motivation**

The motivation for this project is that we see a world in distress, due to the increasing human made impact on the environment. The UN sustainability goals also shows ways to transform our world. It promotes prosperity while protecting the planet.

Our pupils meet these challenges on many levels in their every day life. Childrens books, tv news, reports, newspapers, You Tube and other social media are filled with reports of Climate change and the state of the earth. We therefore believe that it is vital to give the pupils hope. In our project we would like to focus on the many small contributions every child, every family, every class and every school can do to make a difference. We would also like to give the pupils an international perspective and the experience of what can be achieved if schools are working together across country borders to make a difference. This would be a valuable learning experience and a stepping stone to make them a more environmentally conscious generation. It is important that young people today understand that everyone can make a difference and that there is hope. Furthermore it is also important that they learn and understand that sustainable development consists of the environmental aspects, but also the economic and social aspects. We see the teachers involved in the project as important for securing the international perspective and if the teachers are educated the impact with the students at the different schools will last longer than the two years the project lasts.

We believe the project should be founded because it would give the schools from different countries an opportunity and a possibility to work together on this extremely important matter. Increased awareness in each individual is of course important but the opportunity to cooperate with schools from other countries will give the pupils and teachers a sense of being part of something greater. We also believe that it is a great motivational factor in collaborating with other schools as it can be easier to do something when the collaborating schools are keeping an eye on each other. The challenges facing the environment is not the problem of one nation but an international issue that we need to work together on to improve. We find support for this opinion with the European Environment Agency. Most environmental issues are of a transboundary cooperation. This is why our project is important and can have a great impact on the pupils at our school, the local communities and consequently also for the planet in the long run.

Please note: Due to the situation concerning Covid-19, the timeschedule of this project might be delayed or altered.

## **Objectives of the project:**

The major objectives for the project is to make pupils more aware of the positive changes individuals and groups of people can make to be more sustainable. We would like to achieve a greater knowledge about and awareness of the situation of the stress our modern way of life put on the environment. It is important to emphasise all the small changes and choices we can make to improve this. The teachers will help the pupils to understand how they on their own and together with their families and communities can make small effective changes to decrease their ecological footprint. Hopefully the schools staff and administration will also be more conscious with regards to purchasing school supplies and make more conscious choices for all aspects of the school.

We would, as mention, like to focus the increase in awareness on four of the UNs goals for sustainable development that we think are important and easy for the pupils to relate to. The goals we have chosen are affordable and clean energy, sustainable cities and communities, climate actions, responsible consumption and production.

The increase in awareness for pupils and teachers will be documented in a survey administered by all the participating schools at the beginning of the project and at the end of the project. All teachers and pupils will take part in the survey and if possible also the families. The results of the survey will be published on the digital platforms available such as eTwinning, Erasmus project result platform, and possible UNs sustainable development platform on Facebook and also a digital project book that we will make. The questions in the survey will be testing the knowledge and awareness with regards to the chosen UN goals.

We also aim to see an increased knowledge in the partner schools and a change in their teaching practises with regard to the topic of sustainable development. The six different countries are bound to teach the topic in different ways and with different methods. This will be documented in the digital book with one chapter for each of the chosen goals. Each chapter should include documentation of teaching methods, activities and the project work done by different schools and can be an inspiration for all participating schools and also other schools in the six local communities. The concrete work the pupils and teachers do should also be documented. The art exhibition should be documented through photos and descriptions of the work the pupils have done. We will compose a song for the project. All the schools will record their version of the song. The song should be recorded and filmed and spread to other schools. Hopefully the song can also inspire other schools. We will also provide all participating pupils and teachers with a special diploma at the end of the project.

We strongly believe that the chosen objectives are promoting engaging, connecting and empowering youths because the objectives are linked to working towards a better future.

We plan to divide the project into sections where we work with one of the objectives in the period leading up to the of six visits and focus on the same topic throughout the visit. This will ensure that during the project each of the objectives will have been dealt with thoroughly. This focus will lead to increased knowledge within both students and teachers. In the period leading up to each visit both pupils and teachers will be given the opportunity to cooperate within the school, but also across the national borders. The pupils and teachers can communicate via email, skype, FaceTime and discuss the different topics. This will both inspire and engage the pupils and also the teachers and make sure that the work is done and the schools will monitor each other.

In sharing the work the pupils and teachers will get a greater understanding of their own countries possibilities and challenges. As well as the different and similar challenges and possibilities different countries face, with regard to the different objectives.

In the period leading up to the first visit we will work with sustainable development in general. This is to make sure that the schools have an understanding of the goals and complexity of sustainable development.

Clean and affordable energy is a goal where pupils will be given an opportunity to see the different energy resources the different countries have available. Furthermore they will study the pros and cons of using different energy sources. We will also give pupils opportunities to see what the different needs are and how everyone can make contributions with regards to use of energy.

Sustainable cities and communities is another goal we will focus on. The pupils will in this work learn to see that it is important to understand that great changes can be made in cities. To ensure that people make more sustainable choices in their everyday life. Recycling, public transport, safe roads for pedestrians and cyclists are important for city planners to focus on. How are the cities across Europe planned to ensure this and how can everyone contribute to more sustainable cities?

With the goals Climate Change and Sustainable consumption and production will also focus on both the international consequences and the everyday choices that can make a difference. A practical approach to these goals will involve a focus on the three R's, Reduce, Reuse and Recycle.

Throughout the project all pupils will be given the opportunity to be taught by teachers from at least one other country. We strongly believe that this will give both teachers and pupils inspiration and motivation to engage in the work.

Subsequently to each visit a summary will be written and shared with all the schools and their communities. This summary will also be published on eTwinning and other social platforms to make sure the work we do is made known to other people outside the school's communities.

#### **Example of one of the meetings. This is the Norway meeting:**

This will be the first time all the partners meet face to face. We will spend the first evening getting to know each other and get better acquainted .

There will be 2 days spent at Ramberg school during this visit.

On the first school visit, Ramberg school will devote the entire day to the topic of sustainable development. The visiting teachers will get to see how the different class levels work with sustainable development at their level. They will observe different methodologies and ways of teaching the subject. The pupils will use learning tablets, practical work and cooperation to learn more about what they can do to help the environment.

The next day, the visiting teachers will show the Norwegian pupils how they teach sustainable development in their country. We hope this will be an inspiration for the pupils and teachers, and a rare opportunity to learn about sustainable development from a different European country. The visiting schools will bring pictures and or videos of their pupils working with sustainable development.

The topic of sustainable development is something the pupils will learn about according to the national curriculum in Norway. This added dimension of pupils across Europe all working towards the same goal, will be an extra inspiration for all the children. This is something everyone is focused on, and we can learn from each other in what ways we all can contribute to the future of our planet.

There will also be an art exhibition, displaying art works from all the partner countries. The art works will be made entirely from scraps, hand made by pupils. The art works will stay in Norway, and be on display for Ramberg schools pupils, teachers and parents long after the visit is over.

There will be two 1/2day long meetings where will will discuss the ongoing visit, and the progress of the project, particularly the next visit to Greece.

All the partners will participate in making a questionnaire about sustainable development. The questions will be open, so they can be suitable for pupils from the ages of 6 to 15 years old. This will be used by everyone to measure what the pupils know about the topic before the project, and done again at the end of the project to see what progress have been made.

When the visiting partners come to Ramberg school they will teach different classes facts about their country, and how they teach sustainable development in their local school. This will give Rambergs pupils and teachers a better understanding of in which ways we are different and similar, but still working towards the same goal. Norway has other resources and ways of doing things, than some of the other countries in Europe. Maybe we also have several things in common?

The visiting partners will also see how Ramberg school teach sustainable development at different class levels. To witness different types of methodologies will inspire and give the visiting teachers new ideas to bring home to their own classroom activity.

With the artworks from all the visiting schools, we will all see different types of hand crafts and how we can make something beautiful and inspiring from things others consider to be garbage. The pupils will use their creativity and their hands to make art that will perhaps provoke and inspire others. The different schools in this project have different traditions for teaching arts and crafts, so we can all learn something new.

The project will be presented for Ramberg schools families in a school information leaflet. After the visit, Ramberg school will publish pictures of the artwork on the projects Etwinning page. This way all pupils participating in the project will see how their artwork is decorating another European school. Most pupils in Ramberg school will get to listen to different teachers talking about how they teach sustainable development in their country.

Timetable. (This is only for the form all dates and the order of the visit is possible to change later.

### Timetable

Please list and describe all project activities and indicate an approximate timing when they will start. In particular, you should include project activities other than the Learning, Teaching, Training activities, for example: project management meetings, dissemination activities and other local activities and events in each school.

Note that Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form: [Learning Teaching Training](#)

ID	Activity Type	Description	Starting Period	
C1	<input checked="" type="checkbox"/> Short-term joint staff training events	Meeting in Norway	01-2021	☰
C2	<input checked="" type="checkbox"/> Short-term joint staff training events	Meeting in Greece	05-2021	☰
C3	<input checked="" type="checkbox"/> Short-term joint staff training events	Meeting in Italy	10-2021	☰
C4	<input checked="" type="checkbox"/> Short-term joint staff training events	Meeting in Spain	02-2022	☰
C5	<input checked="" type="checkbox"/> Short-term joint staff training events	Meeting in Czech Republic	05-2022	☰
C6	<input checked="" type="checkbox"/> Short-term joint staff training events	Meeting in Latvia	10-2022	☰

Before and after each meeting we also have two activities. To plan the meeting and to write a report from the meeting. See example below.

P1 <input checked="" type="checkbox"/> Other Project Events	There will be an eTwinning meeting with all the partners' coordinators, a few weeks prior to the visit. They will talk about the schedule for the visit to Norway, and the other coordinators can ask the hosting country if they are wondering about something.	12-2020
P2 <input checked="" type="checkbox"/> Other Project Events	All partners will write a report about the meeting in Norway, including text and pictures from their visit. This will be published on the projects eTwinning page, and all the reports will be presented in all the schools. In this way every pupil in every school will get to see and hear about what happened at the meeting. They will hear about what the other partners have learned and what they have taken to heart, and back to their schools.	02-2021

## Budget

Id	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Short-term joint staff training events	6.815,00 EUR	0,00 EUR	11.660,00 EUR	0,00 EUR	18.475,00 EUR
C2	Short-term joint staff training events	6.160,00 EUR	0,00 EUR	12.720,00 EUR	0,00 EUR	18.880,00 EUR
C3	Short-term joint staff training events	3.025,00 EUR	0,00 EUR	12.720,00 EUR	0,00 EUR	15.745,00 EUR
C4	Short-term joint staff training events	2.520,00 EUR	0,00 EUR	13.250,00 EUR	0,00 EUR	15.770,00 EUR
C5	Short-term joint staff training events	4.400,00 EUR	0,00 EUR	13.250,00 EUR	0,00 EUR	17.650,00 EUR
C6	Short-term joint staff training events	1.375,00 EUR	0,00 EUR	12.720,00 EUR	0,00 EUR	14.095,00 EUR

## Management

### Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication and project management meetings between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding.

Organisation role	Grant per organisation and per month	Number of organisations	Grant
Coordinator	500,00 EUR	1	12.000,00 EUR
Partner	250,00 EUR	5	30.000,00 EUR
<b>Total</b>		<b>6</b>	<b>42.000,00 EUR</b>

## Budget pr school

### Budget per Organisation

Organisation ↕	Country of Organisation ↕	Grant ↕
Vergales pamatskola (E10005716, LV)	Latvia	18.800,00 EUR 
3rd primary school of Drama (E10032404, EL)	Greece	23.800,00 EUR 
HIJAS DE JESÚS A CORUÑA (E10043268, ES)	Spain	21.150,00 EUR 
Zakladni skola Kladno, Brjanska 3078 (E10056573, CZ)	Czech Republic	18.800,00 EUR 
Ramberg skole (E10065217, NO)	Norway	39.440,00 EUR 
Istituto Comprensivo Lastra a Signa (E10187653, IT)	Italy	20.625,00 EUR 