



E. PART A (CONCERNING THE PARTNERSHIP AS A WHOLE)

E.1 SUMMARY

Please provide a brief description of the partnership carried out in the communication language of the partnership (maximum of 5000 characters). The provided summary may be used for publication.

As citizens of a Country which has always been a part of the old World-Europe, we liked to exchange experience and ideas and took part in mutual activities with other European schools. Nowadays violence and aggression are within young people. It's important to think of the reasons. One of them is that people miss needs of life, such as certainty, good job, appreciation in society and family cares. It should be our responsibility like educators, to help young people to solve problems and to find a good way of life increasing their strength in concentrating on the aims of the three parts of wellbeing: physical (developed during the first year of the project), social e mental (developed during the second year of the project). During the project we taught our students the parts of wellbeing and have made known to them how they are related together; our responsibility has been to take care of our own wellbeing. Physical wellbeing: healthy lifestyle, recreation, sports, healthy food, stress-dissolving techniques, movements and hobbies, keeps the body fit. Social and mental wellbeing: having friends, being involved in a safe family and school, a healthy environment has well as being aware of human and children rights, helps socializing. Mental wellbeing, the most important part: emotions, body language, values, positive thoughts and respect; it increased self-satisfaction, self-knowledge and self-confidence; developing the means to provide music education to students, destined to grow in a world strongly influenced by the presence of music as a vehicle of communication, often only incurs a greater capacity for active and critical reading of reality, a further possibility of knowledge, expression and conscious, rational and emotional self.

In conclusion:

By participating in this project, we aimed to:

1. Increase our students' knowledge about all aspect of the wellness: food and health, move and health, music and arts, environment and nature, respect of the human rights, as well as about all aspects of life of people living in Europe and their differences and equality..
2. Improve the level of language proficiency of other European languages (English, Italian, Spanish, ...)
3. Create a friendly relationship between our students and peers from the participating countries.
4. Exchange ideas and experience between our teachers and colleagues from the partner schools.
5. Enhance awareness and European dimension.

We thought about a plan to avoid physical, psychic and social discomforts at school. The common commitment has been to realize experimental ways, researches and operating programs to spread the culture of the health and of the wellness and to improve the quality of the life into the scholar system.

The activities also involved disabled and disadvantaged pupils. Parents, local authorities, local and national organizations, cooperated in this project.

Translation of Summary into English.

E.2 OUTCOMES



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Please fill the following table with the outcomes produced by your partnership.

Identifier	1
Type	Website (DISS03)
Title	www.comeniusglow.eu
Description	The website, opened at the start of the project and developed during the whole process, represented the "communicative heart" of the presentation and the exchange of informations about partners activities.
Date (dd-mm-yyyy)	10-01-2010
Educational field	Foreign language (0109)
Topics	European citizenship and European dimension (TOPIC-17) Comparing educational systems (TOPIC-8) Health education (TOPIC-24)
Target group(s)/potential beneficiaries	General secondary school (EDU-SCHSec) Establishment for learners / pupils with special needs (EDU-SpNeed) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	The partners of the project
Publisher	Webmaster: , Italy
Coverage	
Copyright/Rights	
Target sectors	P - EDUCATION J - INFORMATION AND COMMUNICATION



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Medias used	Internet (INET)
Identifier	2
Type	Other products (PROTH)
Title	Logo Comenius
Description	Creation of a logo that represents the "spirit" of the entire project: the drawing made by Hungary-Wales schools is the most representative, so it will be the logo for the project. This logo represents a child surrounded by the European blue stars.
Date (dd-mm-yyyy)	19-10-2009
Educational field	Arts and crafts (0103)
Topics	Active citizenship (TOPIC-1)
Target group(s)/potential beneficiaries	General secondary school (EDU-SCHSec) Establishment for learners / pupils with special needs (EDU-SpNeed) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	Computers, web, drawings.
Creator	All partners
Publisher	Webmaster on the website
Coverage	
Copyright/Rights	
Target sectors	P - EDUCATION



Medias used	Internet (INET)
	Image (IMG)
Identifier	3
Type	Trans-national sharing of experience and best practice (EUCO02)
Title	First meeting
Description	The partners first met in Hungary. The main objective was to establish a friendly and constructive atmosphere within the group, which was very successful; the choice of the logo; the third was to know school system and culture of the host Country.
Date (dd-mm-yyyy)	19-10-2009
Educational field	Foreign language (0109)
Topics	Comparing educational systems (TOPIC-8)
	Health education (TOPIC-24)
	Learning about European countries (TOPIC-29)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed)
	General secondary school (EDU-SCHSec)
	Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	All partners of each Country. The programme was created by the Hungarian partners of the project.
Publisher	
Coverage	
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Target sectors	
Medias used	<input type="text" value="Oral (OR)"/> <input type="text" value="Internet (INET)"/>
Identifier	4
Type	Trans-national sharing of experience and best practice (EU002)
Title	Comenius song
Description	Each partner, starting from a common score, produced a song in the mother tongue, but with the chorus in English. Hit's title is: "We are so happy that you are"
Date (dd-mm-yyyy)	01-12-2009
Educational field	Music (0104)
Topics	Artistic education, also including Arts and Crafts and Music (TOPIC-3)
Target group(s)/potential beneficiaries	<input type="text" value="Establishment for learners / pupils with special needs (EDU-SpNeed)"/> <input type="text" value="Primary school (EDU-SCHPrm)"/> <input type="text" value="General secondary school (EDU-SCHSec)"/>
Languages	EN - English
Source	Musical instruments, music (CDs, records)
Creator	teachers and pupils of each partner
Publisher	webmaster on the website.
Coverage	
Copyright/Rights	



Target sectors	P85 - Education
Medias used	<div>DVD (DVD)</div> <div>Event (EVENT)</div> <div>Exhibition (EXH)</div>
Identifier	5
Type	Trans-national sharing of experience and best practice (EUCO02)
Title	Christmas postcards
Description	Production of decorated Christmas cards to exchange greetings among partners. Each partner used english and mother tongue.
Date (dd-mm-yyyy)	01-12-2009
Educational field	Arts and crafts (0103)
Topics	Cultural heritage (TOPIC-10)
Target group(s)/potential beneficiaries	<div>Establishment for learners / pupils with special needs (EDU-SpNeed)</div> <div>General secondary school (EDU-SCHSec)</div> <div>Primary school (EDU-SCHPrm)</div>
Languages	EN - English
Source	English, Art; drawing.
Creator	The partners of the project
Publisher	
Coverage	
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Target sectors	
Medias used	Image (IMG)
Identifier	6
Type	Plan for educational activities (PR12)
Title	Physical wellbeing
Description	Each partner, during the first year of the project, has developed activities related to the physical well-being of the students: healthy lifestyle, recreation, sports, healthy food, etc. All activities are documented on the project website.
Date (dd-mm-yyyy)	11-01-2010
Educational field	Health education (010g)
Topics	Health education (TOPIC-24)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	CD, Internet, photo, drawings, books, dramas.
Creator	Each partner of the project
Publisher	Webmaster on the website
Coverage	
Copyright/Rights	



Target sectors	P85 - Education
Medias used	Internet (INET)
Identifier	7
Type	Cross-cultural dialogue and co-operation (EU003)
Title	Second meeting
Description	The second meeting in Austria: presentation of school system and culture of the host Country; analysing the works done so far; presentation of first year results; dealing with/solving of occurring problems. All activities are documented on the website
Date (dd-mm-yyyy)	17-05-2010
Educational field	Health education (010g)
Topics	Learning about European countries (TOPIC-29)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	All partners of each Country. The programme was created by the Austrians partners of the project.
Publisher	
Coverage	
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Target sectors	
Medias used	
Identifier	8
Type	Trans-national sharing of experience and best practice (EUCO02)
Title	Easter postcards
Description	Production of decorated Easter cards to exchange greetings among partners. Each partner used english and mother tongue.
Date (dd-mm-yyyy)	01-03-2010
Educational field	Arts and crafts (0103)
Topics	European citizenship and European dimension (TOPIC-17)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	Art, drawing
Creator	All project partners
Publisher	
Coverage	
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Target sectors	



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Medias used	
Identifier	9
Type	Other products (PROTH)
Title	School presentation
Description	Each school prepared a presentation of his own school, consists of text and photos, so make it known, even virtually, to the students, parents and teachers of the other partner schools. This presentation has been published on the Comenius website.
Date (dd-mm-yyyy)	15-03-2010
Educational field	Foreign language (0109)
Topics	European citizenship and European dimension (TOPIC-17)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	Each partner
Publisher	webmaster on the website
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Target sectors	



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Medias used	Internet (INET)
Identifier	10
Type	Other products (PROTH)
Title	City presentation
Description	Each school prepared a presentation of his own city, consists of text and photos, so make it known, even virtually, to the students, parents and teachers of the other partner schools. This presentation has been published on the Comenius website.
Date (dd-mm-yyyy)	29-03-2010
Educational field	Foreign language (0109)
Topics	European citizenship and European dimension (TOPIC-17)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) Primary school (EDU-SCHPrm) General secondary school (EDU-SCHSec)
Languages	EN - English
Source	
Creator	Each partner
Publisher	The webmaster on the website
Coverage	
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Target sectors	



Medias used	Internet (INET)
Identifier	11
Type	Cross-cultural dialogue and co-operation (EUCO03)
Title	Third meeting
Description	The third meeting in Spain: presentation of school system and culture of the host Country; analysing the works done so far; presentation of previous work and results; preparing and discussing about mental and social wellbeing.
Date (dd-mm-yyyy)	18-10-2010
Educational field	Health education (010g)
Topics	Learning about European countries (TOPIC-29)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	All partners of each Country. The programme was created by the Spanish partners of the project.
Publisher	webmaster on the website
Coverage	
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Target sectors	



Medias used	Internet (INET)
Identifier	12
Type	Plan for educational activities (PR12)
Title	Social and mental wellbeing
Description	Each partner, during the second year of the project, has developed activities related to the mental and social well-being: having friends, a healthy environment has well as being aware of human and children rights, emotions, music, etc.
Date (dd-mm-yyyy)	25-10-2010
Educational field	Health education (010g)
Topics	Environment / sustainable development (TOPIC-15) Methods to increase students motivation (TOPIC-34) Foreign language teaching and learning (TOPIC-21)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	all partners
Publisher	Webmaster on the website
Coverage	
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Target sectors	
Medias used	<div>Exhibition (EXH)</div> <div>Event (EVENT)</div> <div>Internet (INET)</div>
Identifier	13
Type	Other products (PROTH)
Title	Evaluation questionnaires
Description	During the meeting in Spain, all partner decided to realize three evaluation forms: one for students, one for teachers, one for parents. These forms are on the website.
Date (dd-mm-yyyy)	25-10-2010
Educational field	Foreign language (0109)
Topics	Quality and evaluation of education (TOPIC-47)
Target group(s)/potential beneficiaries	<div>Establishment for learners / pupils with special needs (EDU-SpNeed)</div> <div>General secondary school (EDU-SCHSec)</div> <div>Primary school (EDU-SCHPrm)</div>
Languages	EN - English
Source	
Creator	Each partner
Publisher	website
Coverage	
Copyright/Rights	



Target sectors	
Medias used	Internet (INET)
Identifier	14
Type	Trans-national sharing of experience and best practice (EU002)
Title	Teachers exchange
Description	All teachers visited others Countries of the partnership; the participants took part in the activities of the schools and in cultural and social events.
Date (dd-mm-yyyy)	03-03-2010
Educational field	Foreign language (0109)
Topics	European citizenship and European dimension (TOPIC-17) Comparing educational systems (TOPIC-8) Learning about European countries (TOPIC-29)
Target group(s)/potential beneficiaries	Other (OTH)
Languages	EN - English
Source	
Creator	
Publisher	
Coverage	
Copyright/Rights	
Target sectors	



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Medias used	
Identifier	15
Type	Trans-national sharing of experience and best practice (EUCO02)
Title	Students' exchange
Description	A few of students (with special needs too) visited others Countries of the partnership; the participants took part in the activities of the schools and in cultural and social events.
Date (dd-mm-yyyy)	03-03-2010
Educational field	Foreign language (0109)
Topics	European citizenship and European dimension (TOPIC-17) Learning about European countries (TOPIC-29) Comparing educational systems (TOPIC-8)
Target group(s)/potential beneficiaries	General secondary school (EDU-SCHSec)
Languages	EN - English
Source	
Creator	All partners
Publisher	On the website
Coverage	
Copyright/Rights	
Target sectors	
Medias used	



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Identifier	16
Type	Other products (PROTH)
Title	Final comenius song
Description	All the partners have decided to create a video with all the folk melodies of the various participating countries; the video has been published on the website.
Date (dd-mm-yyyy)	02-05-2011
Educational field	Music (0104)
Topics	Artistic education, also including Arts and Crafts and Music (TOPIC-3) European citizenship and European dimension (TOPIC-17)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed) General secondary school (EDU-SCHSec) Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	Mrs Italy, Rome
Publisher	website
Coverage	
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Target sectors	



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Form version: 2.7 / Adobe Reader version: 10

Medias used	Exhibition (EXH)
	DVD (DVD)
	Internet (INET)
Identifier	17
Type	Trans-national sharing of experience and best practice (EU002)
Title	Fourth meeting in Germany
Description	The fourth meeting in Germany: presentation of school system and culture of the host Country; analysing the works done so far; presentation of previous work and results.
Date (dd-mm-yyyy)	09-05-2011
Educational field	Health education (010g)
Topics	Cultural heritage (TOPIC-10)
	Comparing educational systems (TOPIC-8)
	European citizenship and European dimension (TOPIC-17)
Target group(s)/potential beneficiaries	Establishment for learners / pupils with special needs (EDU-SpNeed)
	General secondary school (EDU-SCHSec)
	Primary school (EDU-SCHPrm)
Languages	EN - English
Source	
Creator	All partners of each Country. The programme was created by the German partners of the project.
Publisher	Website
Coverage	
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Target sectors	P85.31 - General secondary education
	P85.2 - Primary education
Medias used	

E.3. EUROPEAN ADDED VALUE

What was the added value of the partnership towards a more intensive European cooperation?

The main issue of the project has been the "wellbeing" for students: physical, social and psychical skills. We shared the experiences of each Country working together on these themes. While we worked on mental or social or physical wellbeing, we developed materials to give teachers ideas, how to increase self-confidence, including non-violent communication. By working on these issues, we established a "global wellbeing" among our pupils, their parents and the staffs of the participating partners. The pupils of today's school are the citizens of tomorrow society and the decision makers for our next generation. We feel strongly that our project will benefit our local societies in the future.

We are sure that we worked in order to:

pupils :

- improve language skills,
- explore and experience the culture, traditions, customs, folklore and cuisine of other European countries.
- increase their knowledge about all aspects of the wellness in European countries.
- how disabled students learn in regular or special schools.
- create friendly relationship between our students and peers from the participating countries.
- have opportunity to visit other European countries.
- gain new interests and hobbies.
- become familiar with new ICT technologies and social network.
- find new friends and colleagues abroad.
- become tolerant, open-minded and open to foreign cultures and religion.
- obtain feeling of European unity and solidarity.

Staff :

- be encouraged to learn foreign languages
- improve and innovate various teaching methodologies.
- motivate pupils to learn English in order to be able to communicate in the official European language, with other children of their own age throughout Europe.
- help disabled and disadvantaged pupils and all the pupil in general, to integrate as European citizenship
- develop their ICT skills.
- get to know new friends and colleagues abroad
- find out more possibilities to organize student exchange in the future.
- encouraging mobility of students as the norm and not as an exception.
- learn about other education systems in other European countries.
- create a friendly relationship between the teachers of the partner schools.

We believe that the results of our work in this project gave our school and local communities an increased understanding and empathy for people from countries in different parts of Europe and a the need for mankind to adopt healthy lifestyles to improve their own and other welfare.



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E.4. PARTNERSHIP OBJECTIVES ACHIEVEMENTS

Please summarise briefly the main aims/objectives of your partnership.

By participating in this project, we aimed to:

1. Increase our students' knowledge about all aspect of the wellness: food and health, move and health, music and arts, environment and nature, respect of the human rights, as well as about all aspects of life of people living in Europe and their differences and equality..
2. Improve the level of language proficiency of other European languages (English, Italian, Spanish, German, Hungarian, Swedish, ...) of a large group of pupils.
3. Create a friendly relationship between our students and peers from the participating countries.
4. Exchange ideas and experience between our teachers and colleagues from the partner schools.
5. Enhance awareness and European dimension.
6. Privilege motivating and attractive teaching methodologies like lab and team activities in order to reduce early school leaving and lack of success.
7. Develop intercultural identity through the usage of universal languages like: music, dances, songs, games, sports and outdoor activities.
8. share different pedagogical methods and develop cooperation between the school, the institutions and the Local Authorities.
9. Encourage disabled pupils with special educational needs to participate in the activities of the project.
10. Overcome disadvantage through motivating and stimulating group activities, that allow pupils to focus on their own potentials.
11. Develop communication and disseminate the results achieved, through the ITC instruments and media.
12. Enhance scientific, innovative and creative approaches.

E.5. KEY COMPETENCES

Please enter the specific key competences addressed by your partnership.

Communication in foreign languages (KC2)

Cultural awareness and expression (KC8)

Please specify any concrete measures and activities undertaken at partnership level.

Knowledge of the education systems of host Countries.
 Contacts with local authorities in host countries with related knowledge of the mayor and other establishment figures.
 Knowledge of the institutional systems of disability (in Germany and Sweden were special schools).
 Knowledge of the processes of integration of pupils with disabilities.

E.6. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your partnership.

- ☒ Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- ☒ Cultural and linguistic diversity (CulDiv)
- ☐ Fight against racism and xenophobia (RacXen)



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- ☒ Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- ☐ Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- ☐ Equal opportunities men and women (Equal)
- ☐ Sexual discrimination, orientation (SexDis)
- ☐ Racial or ethnic origin (RacEth)
- ☐ Age (Age)

If other, please specify.

Please specify any concrete measures and activities undertaken at partnership level.

Knowledge of the education systems of host Countries.
 Contacts with local authorities in host countries with related knowledge of the mayor and other establishment figures.
 Knowledge of the institutional systems of disability (In Germany and Sweden were special schools).
 Knowledge of the processes of integration of pupils with disabilities.

E.7. WORKPLAN AND TASKS

If some of the tasks carried out are different from those planned at application stage, please explain why.

All the tasks carried out aren't different from those planned at application stage.

E.8. COMMUNICATION AND COOPERATION

How would you describe the cooperation and communication between the participating organisations involved in your partnership? Were all organisations equally involved?

The cooperation and communication, in this project, was very positive since the beginning. All started with a very nice and fruitful preparatory visit. It was a shame that some Countries did not pass. Since the beginning all partner kept contact straightaway through internet -keep in touch!!! has been our slogan- (e-mails, socialnetwork) and that helped a lot in speeding up and making the relationships stronger. In such a friendly and enthusiastic contest it was easy to find the solutions for any problem that presented itself. Even speaking English became easier for some of the partners. The mobilities were fundamental in this Comenius project. Spending 7 or 8 days all together, working on the same objectives, knowing each other work, each other school and familiar contest made teachers, staff in general and pupils, fell part of a big community. The diversuty became the reason for coming closer, for wanting to know each other better and for learning from each other. All organizations were able to work side by side and were equally involved.



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E.9: PARTNERSHIP LANGUAGES

Please enter the communication and working languages used in the partnership.

EN - English



E.10. EVALUATION

E.10.1. PROGRESS MONITORING

How did you monitor and evaluate the progress and the expected impact of the partnership?

Questionnaires for participants (quest)

What were the main conclusions and consequences of the monitoring and evaluation?

During the third meeting in Spain, all the members of the partnership have carried out three types of questionnaires for evaluation of the whole project, which have as target groups: teachers, pupils and parents.

The time of the assessment of a project is important for measuring the level of customer satisfaction.

From the questionnaire for pupils in the assessment section of the project, showed that the contents were very interesting for most of them; in the assessment section of the method, showed that pupils felt very involved and enjoy in the lessons and the contents of the lessons helped them very much to extend their knowledge of health and wellbeing issues; in the satisfaction section showed that now, for students, after project, is very important the personal well being. All students involved would participate again in the future on a project like this.

In the teachers survey, teachers have expressed the initiative with some adjectives: clear, effective, new, suitable for students, interesting, useful, involving and enjoyable; they considered the topics taught in this way: innovative, interesting, enjoyable, important/relevant for the students education; the teachers described their activities in this way: effective, informative, enjoyable, interesting, involving, useful and communicative; teachers evaluated methodology, materials and documents for work and Comenius website with the assessment: very good!

Parents survey: parents thought that their children have learnt more about looking after their health and wellbeing by taking part in the project; they thought that their children have benefitted by adopting a healthier lifestyle; the students often informed them about the project development and parents would like that they were involved in a similar project in the future; parents felt personally very involved in the project at any time.

The questionnaires are on the Comenius website, in the section "evaluation".

E.10.2. RESULTS/PRODUCTS/OUTCOMES ACHIEVEMENT

To what extent were results/products/outcomes previously identified at application stage achieved?

To a very high extent (Tvhigh)

If your outcomes were different to those indicated at application stage, please explain the reasons for these changes.

Our outcomes weren't different to those indicated at application stage.

E.10.3. AIMS/OBJECTIVES ACHIEVEMENT

To what extent were the aims/objectives previously stated at application stage achieved?

To a very high extent (Tvhigh)

In case of underachievement, please explain which aims/objectives were not achieved and for what reasons.



F. PART B (CONCERNING YOUR OWN INSTITUTION)

F.1. PARTICIPANTS

F.1.1. ACTIVITIES

Please enter the details about the number of participants from your institution involved in partnership activities and mobilities.

Type	Gender	No. of Pupils/ Learners/Trainees	Out of which No. of Pupils/Learners/Trainees With Special Needs	No. of Teachers/Staff	Out of which No. of Teachers/Staff With Special Needs	No. of Accompanying Persons
LOCAL ACTIVITIES	Male	212		15		
	Female	167		36		
TRANSNATIONAL MOBILITIES	Male	2		2		
	Female	16		4		

F.1.2. AGE RANGES

Please enter the number of Pupils/Learners/Trainees by age range.

Age Range	No. of Pupils / Learners / Trainers
11-15 years	379

F.2. PARTNERSHIP ACTIVITIES

Please enter the concrete activities carried out by your organisation at local level and during the mobilities.

Activity No.	1
Description	Presentation COMENIUS. Our headmaster introduces to the teachers, students and families the annual programme focusing on Comenius objectives, mobilities and activities through local school conference and school website.
Activity type	Dissemination (DISS)
Start date (dd-mm-yyyy)	16-09-2009
Duration (days)	15
Actors involved	Headmaster, teachers, students and families.



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Activity No.	2
Description	LOGO COMENIUS. Before the first meeting of the project, in line with the other partners, all pupils have designed and built the logo of the Comenius project. During the first meeting of all partners would choose the final one.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	01-10-2009
Duration (days)	13
Actors involved	All the students of the 8 second classes and teachers (Art, Technology, Sciences, English).

Activity No.	3
Description	Internal competition aimed at selecting students recipients of a prize trip to Spain. The competition included a <u>written test and an oral test of English and French</u>
Activity type	Other (OTH)
Start date (dd-mm-yyyy)	16-10-2009
Duration (days)	31
Actors involved	Headmaster, Teachers of English, teachers of French, 37 students of second class.

Activity No.	4
Description	1st Meeting in Hungary: realization of the report; choice of shared Logo; Comenius website (communicative heart of the project); song of Comenius (each Country produces a song translated in the different languages of the partners).
Activity type	Teaching visit or exchange (PRACT02)
Start date (dd-mm-yyyy)	19-10-2009
Duration (days)	5
Actors involved	Teachers.



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Activity No.	5
Description	"We are so happy that you are" This song is very special: a song which gives you a special feeling, a song which tells you that everybody is a very special person. You can use this song to say "Thank You" to a lovely person. (on the website)
Activity type	Other (OTH)
Start date (dd-mm-yyyy)	01-12-2009
Duration (days)	30
Actors involved	Music teachers and pupils

Activity No.	6
Description	During the science lessons students realized n.6 posters on the physical wellbeing (adoption of a healthy lifestyle, the campaign against smoking, healthy food to prevent disease. The digital photos of the poster are on the website.
Activity type	Other (OTH)
Start date (dd-mm-yyyy)	01-12-2009
Duration (days)	15
Actors involved	Science and English teachers and pupils.

Activity No.	7
Description	For Christmas our students decorated <u>cards to exchange greetings</u> among partners. The cards are in English and mother tongue. This activity was perfect to fortify the relationships between partners and improve awareness of our students in English.
Activity type	Languages (LANG)
Start date (dd-mm-yyyy)	05-12-2009
Duration (days)	15
Actors involved	Students, English and Art teachers.



Activity No.	8
Description	For Easter our students decorated cards to exchange greetings among partners. The cards are in English and mother tongue. This activity was perfect to fortify the relationships between partners and improve awareness of our students in English.
Activity type	Languages (LANG)
Start date (dd-mm-yyyy)	01-03-2010
Duration (days)	15
Actors involved	Students, English and Art teachers.

Activity No.	9
Description	Teachers' and students' exchange in Spain: exchanging ideas about teaching techniques, visiting school and classes, vision of the school rehearsal.
Activity type	Teaching visit or exchange (PRACT02)
Start date (dd-mm-yyyy)	05-03-2010
Duration (days)	6
Actors involved	8 students, 2 teachers

Activity No.	10
Description	Our school prepared a presentation of school, consists of text and photos, so make it known, even virtually, to the students, parents and teachers of the other partner schools. This presentation is on the website.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	15-03-2010
Duration (days)	7
Actors involved	All teachers' school



Activity No.	11
Description	Our school prepared a presentation of _____ city, consists of text and photos, so make it known, even virtually, to the students, parents and teachers of the other partner schools. This presentation is on the website.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	15-03-2010
Duration (days)	7
Actors involved	All teachers' school

Activity No.	12
Description	Physical wellbeing: "Environment" <u>Visit of Toronto</u> . The city of the two seas. Photos and Presentation (.ppt) is on the website.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	19-03-2010
Duration (days)	7
Actors involved	teachers and pupils

Activity No.	13
Description	Physical wellbeing: "Chocolate factory", visit at a chocolate factory. Photos and Presentation (.ppt) is on the website.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	29-03-2010
Duration (days)	7
Actors involved	teachers and pupils



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Activity No.	14
Description	Physical wellbeing: "Healthy fruit", fruit for a week at school!. Photos and Presentation (.ppt) is on the website.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	19-04-2010
Duration (days)	7
Actors involved	teachers and pupils

Activity No.	15
Description	"Nutrition" Realization photos and video on nutritional education, during science lessons. It's all on the website.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	26-04-2010
Duration (days)	7
Actors involved	teachers and pupils

Activity No.	16
Description	Second meeting in Austria: evaluation of the work done and approval of the Comenius song: "We are so happy that you are", taken from an Austrian children's song and translated in all the languages of Comenius partners.
Activity type	Presentation of results (DISS06)
Start date (dd-mm-yyyy)	17-05-2010
Duration (days)	5
Actors involved	teachers



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Activity No.	17
Description	Third Project Meeting in Spain: Choice of the themes to develop in the second year; organization of the questionnaires concerning the project evaluation for students, parents and teachers.
Activity type	Dissemination (DISS)
Start date (dd-mm-yyyy)	18-10-2010
Duration (days)	4
Actors involved	teachers

Activity No.	18
Description	Social wellbeing: March of the <u>rights of the child</u> . Text and photos on the website.
Activity type	Dissemination (DISS)
Start date (dd-mm-yyyy)	20-11-2010
Duration (days)	10
Actors involved	teachers and pupils

Activity No.	19
Description	Social wellbeing: <u>Musical performance</u> of our students. Text and photos on the website.
Activity type	Dissemination (DISS)
Start date (dd-mm-yyyy)	22-11-2010
Duration (days)	30
Actors involved	teachers and pupils



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Activity No.	20
Description	Mental wellbeing: Achieving mental well-being through music. Text and photos on the website.
Activity type	Dissemination (DISS)
Start date (dd-mm-yyyy)	10-01-2011
Duration (days)	30
Actors involved	teachers and pupils

Activity No.	21
Description	Teachers' and students' exchange in Hungary; exchanging ideas about teaching techniques, visiting school and classes, vision of the school rehearsal.
Activity type	Teaching visit or exchange (PRACT02)
Start date (dd-mm-yyyy)	07-04-2011
Duration (days)	1
Actors involved	10 students and 2 teachers

Activity No.	22
Description	Fourth Project meeting in Germany: comparing the partners' results; vision of the cd concerning the final product: a medley taken from the most traditional songs of the partners' countries.
Activity type	Presentation of results (DISS06)
Start date (dd-mm-yyyy)	09-05-2011
Duration (days)	5
Actors involved	teachers



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Activity No.	23
Description	Teachers' exchange in Wales: exchanging ideas about teaching techniques, visiting school and classes, vision of the school rehearsal.
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	05-07-2010
Duration (days)	4
Actors involved	teachers

To what extent were the planned activities previously stated at application stage achieved?

To a high extent (Thigh)

Please identify not fully achieved activities and explain the reasons and impact on the overall partnership. If some of the activities carried out are different from those planned at application stage, please explain why.



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F.3. IMPACTS**F.3.1. PUPILS/LEARNERS/TRAINEES**

What impact did the partnership have on the pupils/learners/trainees?

AREA	RATING
Increased language skills (Pupil-Lang)	Medium impact (Medium)
Increased ICT skills (Pupil-ICT)	High impact (High)
Increased social skills (Pupil-Social)	Very significant impact (VerySig)
Increased motivation (Pupil-Motiv)	Very significant impact (VerySig)
Increased self-confidence (Pupil-Self)	Very significant impact (VerySig)
Increased knowledge about partner countries and cultures (Pupil-Culture)	High impact (High)
Other (Pupil-Oth)	High impact (High)

If other, please specify.

Greater awareness by students, to be European citizens and the importance of the need to live in a healthy way from all points of view (physical, social and mental).

Please comment on your choices.

Students who were involved in mobility were boys of 11/12 years. At this age they still have a few prejudices, and then they feel much sense of European citizenship, going beyond the borders of his memory. Over time we have seen their ability to engage their classmates and their parents in the exciting "adventure". Thanks to their passion for technology, they have even encouraged mothers and fathers to chat with host families (in Spain), creating very real but also virtual highway between families, demonstrating skills in social and communication level in English. Their ability to adapt in the host families also revealed a degree of autonomy and a surprising sense of adaptation. Students were able to live out the strengths and weaknesses of the institutions scolastichevisitate, however, also re-evaluating and developing their confidence and self confidence. They have felt the need to stay healthy they share with other students and how important it was to relate to different guys. They appreciated structures and laboratories of other schools. All pupils involved in the project, participated in activities with enthusiasm and motivation.

F.3.2. TEACHERS/STAFF

What impact did the partnership have on the teachers/staff?

AREA	RATING
Increased language skills (Staff-Lang)	High impact (High)
Increased ICT skills (Staff-ICT)	High impact (High)
Increased pedagogical skills (Staff-Pedag)	Medium impact (Medium)



Increased motivation (Staff-Motiv)	High impact (High)
Increased project management skills (Staff-PrjMng)	High impact (High)
Increased knowledge about partner countries and cultures (Staff-Culture)	High impact (High)
Other (Staff-Oth)	High impact (High)

If other, please specify:

Increased awareness of European citizenship. Increased ability to plan common goals and shared with partners. Desire to search the well-being and to plan together with other colleagues in all the ways to achieve it. Increased interest in the project with the consequent commitment to carry out the activities planned in the own project.

Please comment on your choices.

The project impact on teachers was significant, so the work was carried out in the classes with enthusiasm and motivation. The themes of the project, physical, social and mental, are an integral part of the educational plan of the school, this has ensured a significant involvement of all teachers.

Teachers who have participated in mobility were not English teachers, but teachers wish to improve their language skills. Back in Italy they have poured the experience abroad, in schools, in terms of relationships with colleagues and methodological and didactic in the classes, also in terms of processes of integration of pupils with disabilities.

F.3.3. ORGANISATION

What impact did the partnership have on your organisation?

AREA	RATING
Changes to the curriculum/training programme (Home-Curr)	High impact (High)
Changes to organisational arrangements (Home-Org)	Small impact (Small)
Increase support of the organisation management (Home-Supp)	Medium impact (Medium)
Changes in language teaching policy (Home-LangPol)	Medium impact (Medium)
Increased cooperation among staff (Home-StaffCoop)	High impact (High)
Other (Home-Oth)	Not applicable (NotAp)

Please comment on your choices.

The Comenius project has been an excellent opportunity for the school in terms of visibility and prestige: thinking and acting in local and global, and share ideas and compare actions, to bring the most engaging methodologies in the classroom, enhance good teaching. Thanks to the mobilities are also improved the relationships between teachers and between pupils and teachers. Are also increased by pupils and teachers request to attend English courses. The way of documenting and planning by the teachers is more organic through comparison with the partner institutions.

F.3.4. LOCAL COMMUNITY

What impact did the partnership have on the local community?



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AREA	RATING
Increased support and participation of family members (Local-Family)	Very significant impact (VerySig)
Increased cooperation with other local organisations (Local-Coop)	Medium impact (Medium)
Increased cooperation with local companies (Local-Comp)	Small impact (Small)
Increased support and participation of other local actors (Local-Actor)	Medium impact (Medium)
Other (Local-Oth)	Not applicable (NotAp)

Please comment on your choices.

The impact with the families was very high. Increased demands for mobilities, despite the young age of the students. The students of second class who participated actively in the project and / or have been involved in mobilities, pointed out, in later years, an excellent preparation in English.

The collaboration with the municipal administration in _____ has increased since the arrival of foreign teachers in _____ at the preparatory visit and during the exchange, has made it clear how important this project.

Little attention has been given to us, however, the economic sector of the city.

F.3.5. OTHER IMPACTS

Please describe any other impact you have noted.

Unquestionably, the impact of the Comenius project has been very evident. This school year we have had confirmation about the next project Comenius bilateral to Nice: many teachers who first showed resistance, due to the difficulty to express themselves in English and not have to first fully understand the fallout of the project, have now made openly available to work, cooperate and travel. We noticed a increased openness towards foreign countries and their customs that are very different from ours. This experience has greatly improved the level of listening, caring for others and cooperation in setting up the same school.

Mention what has helped to improve the climate of the school the headmaster, the project promoter.



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F.4. DISSEMINATION

How have you informed your organisation/other organisations/the local community of the results of your partnership?

Dissemination within own organisation (DISS07)

Dissemination through the media (DISS09)

Please specify the dissemination activities carried out.

The dissemination actions undertaken were as follows:

1. Involvement of the local press as a result of the preparatory visit made in our educational institution and as a result of various meetings;
2. Articles and photos on the school website
3. Create a link on the website of the Comenius School
4. Presentation of the Comenius project to the mayor of
5. School musical concert in , during which the Comenius project has been presented and has been played and sung the hymn Comenius, the concert is open to all citizens, the students' families were present and were invited to the more institutional figures of important of the municipality, the mayor at the various assessors (Education, Culture);
6. Final meeting at school on the dissemination activities of the Structural Funds and the Comenius project.
7. Participation and winning of a competition "Living Europe" organized by the Province of Taranto in which reference is made to the preparatory visit the Comenius project "Wellbeing for students."
8. Project in progress has been described on the Website common to all partners: www.comeniusglow.eu.



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F.5. SUSTAINABILITY

How do you think that the outcomes of your partnership could be used by others?

The desire of wellbeing is shared by all: there are no geographical limitations, nor sex, nor age.
And this is the reason why we decided to use the Web with the creation of our own Website, such as in a technological age in which we live, online learning has become natural.
All the wonderful ways to stay healthy made by the various partners are collected on the website: www.comeniusglow.eu
It will be very easy, for all the citizen in the world, use the outcomes of our partnership.



F.6. MOBILITY PARTICIPATION

Mobility Type of Grant Awarded	COM-24M
Number of Reduced Mobilities (due to staff or pupils/learners/trainees with special needs or travel to or from Overseas Countries and Territories)	

Please enter the mobility participation details.

Mobility No.	1
Host Organisation	
Receiving Country	HU - HUNGARY
Receiving Location	
Description	<p>We were welcomed by teachers and management staff from the partner school in a very warm way. Each partner has presented himself to the others:</p> <p>the main objective during this first meeting was to establish a friendly and constructive atmosphere within the group, which was very successful. We watched some Hungarian dances that have helped us to understand the folklore of the country. After getting to know the school environment, we were introduced to the mayor that gave us his welcome. During the visit, the teachers were engaged in meetings and they planned in detail the activities for the first year of the project. So we had the opportunity to notice an atmosphere of great cooperation, despite differences in organization and school systems. The presence of some headmasters in the meeting has allowed us to optimize the meeting. We shared the choice of a logo that could best represent the spirit of the project: we decided, among all, to choose the one proposed by the Welsh partners. We visited and loved Hungary, from many points of view: scenic, cultural, architectural. Wonderful and unforgettable the old town hall of Kecskemét, in liberty style, the theater of the city and the characteristic "putzka", the typical plain with the typical hungarian horses show, and, why not?, the delicious gulash!</p> <p>Kecskemét is far from Budapest 90 km, in the region of Bacs-Kiskun and has got 110.000 inhabitants. It is very famous for food industry; it is full of liquor factories, among which the Palinka, famous Hungarian fruit brandy.</p> <p>We also visited Budapest: the Parliament and Shipping on the River Danube. We also visited the synagogue of Kecskemét.</p>
Start date (dd-mm-yyyy)	19-10-2009
End date (dd-mm-yyyy)	23-10-2009
Duration (days)	5



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No. of Pupils/Learners/Trainees	0
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	4
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	
Mobility No.	2
Host Organisation	IES
Receiving Country	ES - SPAIN
Receiving Location	
Description	<p>This exchange was attended by 8 students of the second class in our school, winning an internal competition organized by the school, aimed at selecting students with the best mark in foreign language.</p> <p>The girls were hosted by Spanish families (who had daughters to our same age who attended the partner school), friendly and welcoming, which were previously selected by the Spanish colleague.</p> <p>The choice to keep the girls in the family was great, in the sense that it has favored the use of English to communicate and the ability to know better the culture and customs of the host country.</p> <p>After visiting the school's host country, we met the management staff, teachers and many students have attended some lectures, a performance with the dances and gags (we attended all of us) who had arranged for us in gym, and a musical welcome, arranged with our students too.</p> <p>Our students were able to appreciate the Spanish school system, the different teaching methods and compare them.</p> <p>In full compliance with the themes of the project, the physical, the host school has arranged for its students and teachers, a snack of fruit, to ensure that students eat healthy food and avoid, at least once a day, eating food too rich in fat and preservatives and little rich in vitamins.</p> <p>Together with a class of Spanish students and some teachers in Spain, during those wonderful days, we made two trips: we visited the cities of Granada and Seville: in Seville we visited the most important monuments:</p> <ul style="list-style-type: none"> - The Cathedral - The Giralda - Reales Alcazares - Archive of the Indies <p>All of these monuments has been declared a UNESCO World Heritage Site in 1987.</p> <p>Granada is the capital of the province of Andalusia. It is very close to the mountains of the Sierra Nevada and is located at the confluence of the rivers Darro and Genil. Mountains and rivers are the backdrop to this city "preciosa" where the Arab domination has left an architectural heritage fantastic.</p>



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Granada was the most beautiful city in Spain and today boasts the presence of one of the greatest masterpieces of Islamic art and architecture: the Alhambra, the palace of the sultans. The Alhambra is a walled city and is truly a breathtaking beauty. Considered one of the heritage of humanity was practically a city within a city, with mosques, schools, shops and much more to serve its residents.

She was named one of 21 finalist candidates to be given one of the seven wonders of the modern world.

A positive outcome was achieved by our students to continue to keep in touch with host families through chat and e-mail.

Start date (dd-mm-yyyy)	05-03-2010
End date (dd-mm-yyyy)	10-03-2010
Duration (days)	6
No. of Pupils/Learners/Trainees	8
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	
Mobility No.	3
Host Organisation	Volksschule :
Receiving Country	AT - AUSTRIA
Receiving Location	
Description	<p>Teachers and management staff have welcomed us all with kindness and cordiality. We visited the school, the classes, we attended some interesting lessons in different classes and were able to learn new teaching techniques. To welcome us, teachers and school children prepared a show on the physical well-being accompanied by songs in English and German. It was particularly impressive to see children with special needs perfectly integrated into the group.</p> <p>We worked on the project with great enthusiasm and desire to do. We decided about the themes of the second year of the project: social and mental wellbeing (environment, children rights, music, self-confidence, etc.).</p> <p>During the meeting we attended a lecture given by teachers specialized in the technique of sign language with deaf and normal students: it was a very engaging activity.</p> <p>We attended a seminar about encouraging qualities (to see all good things, enthusiasm, friendly voice, faith/ confidence, to allow failure, to take responsibility, to sympathize in somebody, etc.).</p>



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A special class of the secondary school presented us their music project:
very, very nice!!!
We visited Graz and its magic monuments!!!
We met the mayor of Markt Hartmannsdorf, who told us about exclusive
use of clean energy in his hometown.
We spent unforgettable days in Austria, feeling really friends.

Start date (dd-mm-yyyy)	17-05-2010
End date (dd-mm-yyyy)	21-05-2010
Duration (days)	5
No. of Pupils/Learners/Trainees	0
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	3
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	
Mobility No.	4
Host Organisation	Primary School
Receiving Country	UK - UNITED KINGDOM
Receiving Location	
Description	<p>This exchange was attended by 2 teachers of our school and 4 teachers from Rome.</p> <p>Welsh school is surrounded by woods and meadows, where the little pupils spend their time between one lesson and the other. In addition to the landscape and the friendliness of colleagues, we were able to appreciate the school system and the attractive methodologies used by Welsh teachers (playful approach, cooperative learning, action-research, etc.).</p> <p>All teachers and all pupils of the school organized a musical about family values and society (subjects of the project).</p> <p>We visited Llanharan, Pontyclun, but also Cardiff, the capital of Wales, with its magnificent castle. Cardiff Castle is one of Wales' leading heritage attractions and a site of international significance. During 2000 years of history, the Castle has been a Roman Garrison, a Norman stronghold and in Victorian times was transformed into a gothic fairytale fantasy.</p> <p>We spent wonderful days in Wales, also for the wonderful company, both teachers of Roman school and teachers from Wales.</p>
Start date (dd-mm-yyyy)	05-07-2010



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End date (dd-mm-yyyy)	08-07-2010
Duration (days)	4
No. of Pupils/Learners/Trainees	0
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	
Mobility No.	5
Host Organisation	IES
Receiving Country	ES - SPAIN
Receiving Location	
Description	<p>We received a very warm welcoming by all the school staff and students. We visited the school that included students of different age: from 11 to 19 but also some special classes for adults who wanted to obtain a degree in different specialities (medical nurses, social assistants, economy...). Another characteristic was a musical experimentation that involved quite a big number of classes. During our staying in the school we had the opportunity to assist to a musical and dancing performance realized by the students and their teachers of music. The girls were very clever in dancing "Flamenco" in their colourful dresses. At the end of the show they taught us this typical dance. It was a great fun for everybody!</p> <p>During the working days we shared ideas and suggestions about the work concerning: "Social and Mental Wellbeing" and produced the copies of three different questionnaires about the project evaluation: for students, parents and teachers.</p> <p>During our city-tours we had the opportunity to visit amazing Palace of Alhambra, in Granada with its incredible gardens full of fountains and flowers. In Malaga we visited the ancient castle and had a very pleasant walk along the beach. Our Spanish partners were incredibly friendly.</p>
Start date (dd-mm-yyyy)	18-10-2010
End date (dd-mm-yyyy)	21-10-2010
Duration (days)	4
No. of Pupils/Learners/Trainees	0
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0



No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	
Mobility No.	6
Host Organisation	
Receiving Country	HU - HUNGARY
Receiving Location	
Description	<p>This exchange was attended by 10 students of the second class in our school, winning an internal competition organized by the school, aimed at selecting students with the best mark in foreign language.</p> <p>Teachers and management staff have welcomed us all with kindness and cordiality.</p> <p>We visited the host school and we met the management staff; students have attended some lessons with hungarian students. We had lunch together at school: our students and hungarian ones had the opportunity to know both healthy traditions at the table that to socialize informally with Hungarian students.</p> <p>Our students were able to appreciate the Hungarian school system, the different teaching methods and compare them.</p> <p>In full compliance with the themes of the project, social and mental wellbeing, the host school has arranged for our students and teachers, a delicious performance of young flutists.</p> <p>We visited Kecskemét: Kecskemét is far from Budapest 90 km, in the region of Bacs-Kiskun and has got 110.000 inhabitants. It is very famous for food industry, is full of liquor factories, among which is the Palinka, famous Hungarian fruit brandy.</p> <p>We also visited Budapest: the Parliament and Shipping on the River Danube. We also visited the synagogue of Kecskemét.</p>
Start date (dd-mm-yyyy)	07-04-2011
End date (dd-mm-yyyy)	07-04-2011
Duration (days)	1
No. of Pupils/Learners/Trainees	10
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	



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Mobility No.	7
Host Organisation	Schule
Receiving Country	DE - GERMANY
Receiving Location	
Description	<p>Our first meeting in Bremen with all the other Comenius Friends took place in the wonderful "Market Square" that is a Unesco heritage, with its imposing statue of the knight "Roland". In the square there are also the medieval Town Hall and the gothic Cathedral. Thanks to our German partners we had the opportunity to visit the Town Hall and to be welcomed by the mayor. The hosting school is a very special one, for deaf students and the teachers are all specialized in this particular training. They use various techniques, among which: gestures alphabet, sensibilizing children to vibrations... We were very surprised and appreciated a lot to see how they danced and acted. It was a moving experience! The next day, at school we watched the video of the medley, that was the final product of our partnership: Everybody appreciated it very much. During our tours we visited the big commercial port from where most of the German cars are shipped and sent all over the world. Another huge area of this port is reserved to the production of aeolian staff. By the port there was a very interesting museum: "German emigration in America in the 20s". It was very touching to see in such a hard conditions these people travelled to reach a better life. The last day we went to the "Rhododendrons' botanic garden" which includes the best varieties of this plant. At the end of the day we were all very sad because it was our last dinner all together.</p>
Start date (dd-mm-yyyy)	09-05-2011
End date (dd-mm-yyyy)	13-05-2011
Duration (days)	5
No. of Pupils/Learners/Trainees	0
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	2
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	

F.6.1. MOBILITY PARTICIPATION SUMMARY



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Total No. of Pupils/ Learners/Trainees	Out of which Total No. of Pupils/ Learners/Trainees With Special Needs	Total No. of Staff	Out of which Total No. of Staff With Special Needs	Total No. of Accompanying Persons
18	0	17	0	0



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Lifelong Learning Programme

Report Form

Call: 2009

Partnerships

Form version: 2.7 / Adobe Reader version: 10

G. LESSONS LEARNED

G.1. PROBLEMS/OBSTACLES ENCOUNTERED

If applicable, please describe any difficulty you encountered before/during/after the Partnership and how they were solved.

Other, please specify (Oth)

If other, please specify.

Lack of a teacher of English as a project coordinator.

Please enter here any other comments you may have.

We encountered some difficulties because we did not have as a teacher coordinator of the project, an English teacher, but this obstacle has become a resource for teachers of different disciplines that have been urged to improve English language skills (thanks to the PON - B7- organized by our school system in the two years of the Comenius)

G.2. COMMENTS AND SUGGESTIONS

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Comenius/Grundtvig/Leonardo da Vinci Partnerships' projects (such as recommendation for future measures, administrative procedures, level of funding, etc.).

It would be appropriate that would be provided a specific budget for the purchase of materials, but especially in technology, essential to improve communication between partners and the project. In addition, it would be interesting to predict the conventions that allow cheaper to buy airline tickets (in particular to promote the mobility of a greater number of students).

It would also be desirable that the form of the final report was available online in advance, in order to know on time the requested information, and thus have the possibility of storing and documenting in a more organic and rational view, data and products of the two years of the project.

The report should be simplified, especially in the section "Outcomes".



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H. EU FUNDING

Partner organisation	National Agency of the organisation	Partnership type	No. of realised mobilities (pupils/learners)	No. of realised mobilities (staff)	Total No. of realised mobilities
Scuola Sec. 1° Grado	JT2 LLP-Com-Era-Gru-SV	COM-24M	18	17	35

I. DATA PROTECTION NOTICE**PROTECTION OF PERSONAL DATA**

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate Agency to which the form must be submitted. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at anytime.

<http://www.edps.europa.eu/>
J. GRANT HOLDER'S DECLARATION AND SIGNATURE

To be signed by the person legally authorised to sign on behalf of your institution/organisation and by the partnership contact person in your institution/organisation:

We, the undersigned, certify that the information contained in this Final Report is correct to the best of our knowledge and we herewith request the balance payment of the grant awarded.

Place: _____ Date: 29/09/2011

Name of the contact person (in capital letters): _____

Position of the contact person (in capital letters): CONTACT TEACHER

Signature of the contact person: _____

Place: _____ Date: 29/09/2011

Name of the Head of Institution/Organisation (in capital letters): _____

Position of the Head of Institution/Organisation: HEAD MASTER

Signature of the Head of Institution/Organisation: _____

Stamp of the Institution/Organisation: Scuola Secondaria Statale di primo grado

K. SUBMISSION

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.