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Erasmus+
Exchange of Good Practices
Helping and Learning Without Borders
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Organisation	Country of Organisation	Grant
IX Liceum Ogólnokształcące	Poland	36.468,00 EUR
Mäntsälän lukio	Finland	33.448,00 EUR
Escola Secundária Jaime Moniz	Portugal	34.468,00 EUR
IES CAYETANO SEMPERE	Spain	30.723,00 EUR
5th General Lyceum of Thessaloniki	Greece	30.723,00 EUR
Liceo delle Scienze Umane e Linguistico "Danilo Dolci"	Italy	29.448,00 EUR

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Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences

If relevant, please select up to two additional priorities according to the objectives of your project.

HORIZONTAL: Common values, civic engagement and participation

SCHOOL EDUCATION: Increasing the levels of achievement and interest in science, technology, engineering, and mathematics

Please select up to three topics addressed by your project

Environment and climate change

Early School Leaving / combating failure in education

Natural sciences

THE MOTIVATION FOR OUR PROJECT:

According to the OECD Employment Outlook 2019 14% of existing jobs could disappear as a result of automation in the next 15-20 years, and another 32% are likely to change radically as individual tasks are automated. The skills that would significantly reduce the number of jobs lost to automation include among others: creativity, collaborative problem solving, innovation, communication skills, emotional intelligence, stress management, ability to learn in order to adapt to the fast changing circumstances, cultural awareness and sensitivity as workplaces become globalised and we need to learn how to get along with those who are different from us. It seems that many of our students who are soon going to enter the job market lack the above-mentioned skills.

PROJECT SUMMARY

"Helping and Learning Without Borders" is a two-year project inspired by a "Learning To Learn" training (funded under Erasmus+ KA101 project) and created in cooperation between six secondary schools from six countries: Poland, Finland, Spain, Italy, Greece and Portugal. Its aim is to answer a growing global desire to find out what we need to change in our educational systems to make the difference; the difference between producing pupils who simply pass or fail exams and producing independent lifelong learners who can thrive in the fast moving, knowledge based economy of the 21st century.



With this project we want to give our schools an opportunity to redress the imbalance between the content driven testing culture we now have and a creative, active approach to learning. Thanks to the project, the involved schools will learn how to help young people to become better learners, both in school and out by cultivating habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently, and creatively.

We want to do it mainly by:

- exploring and introducing Personal Learning and Thinking Skills framework to our schools,
- using innovative methodologies based on the latest discoveries in neuroscience: Project Based Learning and Cooperative Learning, while working on the topics of the environment protection,
- involving our students into voluntary service.



Every participant school will engage all the students willing to participate (at least 18) aged 15-18 and at least 3 teachers to help with the realization of the project. These teachers and pupils will take part in all kinds of events and activities that will be prepared at hosting schools for the local community and the participants from other countries. They will be involved in *updating the eTwinning Twinspace, blogging and managing the YouTube channel, festivals, charity actions, handcraft workshops and markets, forestation, art galleries, creating the Project Eco-Bag, preparing and disseminating the PLTS posters, volunteering*. At least 18 student participants and 3 -5 teachers from each school will take part in mobilities abroad and will get involved in project activities in a partner school. We will set a volunteer pupils group in each partner school and they will serve a regular voluntary community service during the project. We will create Learning Communities in our schools - all participating teachers will position themselves as part of the learning community, not as the expert in the room, they will share their knowledge and skills with other teachers through open door approach, during their lessons, they will describe and reflect on their thinking and learning and use language that supports learners (Learnish). They will focus as much on the process of learning as the content and allow students to lead. Each country will choose one area to explore from the PLTS framework: Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers, Self Managers or Effective Participants. The project participants will learn what all the areas mean practically and then become the ambassadors of Learning To Learn approach in their schools.



In our project we want to concentrate on three main aspects: water, earth and air as the key elements in our environment, and then we want to deal with ways to protect it. As these aspects are part of the curriculum they will be dealt with inschool lessons, with particular focus on the development of critical and cause and effect thinking. At our LTTA meetings we will work together with our partners on these issues with the use of Project Based Learning and Cooperative Learning approach.

We will open the project's YouTube channel and blog related to Helping, Learning to Learn, Environment Protection and Healthy life. We will use it to promote learning for life, active citizenship, pro-environmental attitudes and behaviour, and volunteering.



In the long-term, we expect the project to have **the following impacts** on all the present and future **STUDENTS**:

- Better emotional and social wellbeing
- Development of Learning To Learn competence
- Considerable increase in Key and 21st century competences, social skills, sense of initiative and entrepreneurship
- A big improvement of linguistic skills,
- Enjoying maths and science
- A bigger awareness of global and environmental issues and the influence we have on our planet
- Improvements on the sense of solidarity, cooperation, team spirit, communication skills
- Gaining Volunteering work spirit

This all will make them well-equipped to deal with the complex demands of 21st century living and working.

The project will reduce the early-school leaving. The teachers will adapt the style of teaching to the changing world and will feel less lonely in their classrooms thanks to being a part of the Professional Learning Community.