



Erasmus+ 2019-2021

Motivating the learning engine to increase student's school, professional and social success and reduce absenteeism

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PARTICIPANTS

1. Rumania (Scoala gimnaziala prof. Univ. Dr. Ion Stoia, Caldararu)



Located in the city of Caldararu, the school was founded in 1896 and since 2016 it has been named SCOALA GIMNAZIALA PROF.UNIV.DR.ION STOIA. In our high school, 100% of school pupils come from rural settlements, even from 70 km from our city, making daily commuting around 1 hours of transport, and 14% of them are gypsy.

The population of the area has as main occupation agriculture, a small percentage is trained in the industrial activity of the city of Costesti and the city of Pitesti. Much of the pupils have their parents gone to work in Western Europe or live from social care.

Some student families do not have any income enjoying High School money and children's allowances. This year, we have 183 students. The employees' staff consists of 30 (23 teachers) persons, out of which 20 titular teachers. Of these: 1 teachers are debutants, 10 have the didactic degree II and 12 with the didactic degree I. The masters are finalized by 50% of the teachers.

The school has 1 workshops, 2 laboratories, 3 cabinets, 12 classrooms, 1 computer labs, a library with 5862 volumes and activities room, modern teaching equipment: videoprojectors, television, fleepchart, laptops. We are trying to cover the need of our school by exchanging practices with European schools that are facing the same need.

We want to make our known "dual debate" method, but it has only partially solved our need. Our main school problem is that students are not motivated to learn and have low learning outcomes. The

project will be coordinated by a project manager who will be selected through a competition at school level. If the manager for various reasons will give up his assignment, the assignment will be taken over by the project supervisor and instead will be a teacher from the reserve list. High school teachers were and are involved in county, inter-county, national and international projects.

There are teachers with English, French, Italian and Russian speakers certificates at school. 2 teachers have project management courses 2 followed Erasmus workshops, 1 have risk management courses. The dual debate is our strength, we have participated in debates and we have a School Debate Club, which organizes 3 months of regional competitions where it has won first place with students.

2. Croacia (Graditeljsko geodetska skola, Osijek)

Our school is in Osijek, a town in Croatia and was established in 1946, was renovated after the end of the Homeland War and recognition of the Republic of Croatia, the school year 1992/93 restored the school building to eliminate the consequences of the war and damage to school facilities. The school building is a round with a glass dome in the center, overlooking a beautiful entrance hall.



The school has specialized classrooms, a multimedia center with a computer room, a spacious gymnasium, 20 classrooms, dedicated workshops for practical training, a painting workshop, a library, and a monitoring room. The change of name was registered in 7 march 1996 and was given the official name of the school of geodesy architecture Osijek-High School Day We are a profesional high school with 400 pupils aged 14-19.

We provide education for the following professions: architect technician, construction technician, topography inspector technician, mason, tiler, painter, architectural design, plasterboard installer, geodesist, ceramist. Students live in a closed environment, they have the strong influence of the parents who went through the war, when the students from the city moved, that speaks a lot.

Construction of a school center moved from Osijek on 1991 to the Hungarian Republic and then return to the country after the war. This has created a low self-esteem, recovered by us after many efforts with the Market Guerilla Pygmalion method. The method has left painting but can be used in any discipline and stimulates a rich imagination, necessary for the formation of an ideal. We had some progress in part, but the results from the final exam, with 33.4%

promotion, make us do something. We decided to work with European schools to exchange best practices.

Day by day we are confronted with students who are not motivated enough, they do not pay attention to hours of theory, they just want some practice modules. Because of this, pupils began to absent at the theory classes 2016-2017 and 2017-2018 years, the number of students with more than 40 absences increased from 120 students to 155 students, which makes us much worse. In addition, we have students who are in a difficult social situation (poverty, unemployed parents, single parents) and urgently need to go to study and profession. The school has 38 teachers. Colleagues who will participate are teachers who are experts in their teaching, 5 have management studies, teachers run many local projects, many with the theme of design.

All teachers are highly educated and have permanent education. Every year we run the Creative School for our national project. We have projects in which we build houses for abandoned dogs, we design architectural design. All teachers have undergone advanced training, Project management and risk training. The project team will be easily accomplished by 5 selected teachers on the basis of extracurricular and managerial skills. Project Coordinator will be the current communications officer.

3. Turquía (Sehit Mustafa yaman anadolu iman lisesi, Izmir)



Our high school has 63 employees and 500 students, 8-19 years old. They are studying languages and mathematics, geography, history, psychology...

The school is founded in 2011. The school has 32 classrooms, a conference room, a music room, a gym, a football field, a hobby garden, a class of art, a computer lab, a scientific laboratory, a dining room (for 600 of people), including 4 classes - with a sports ground. In 2016 the school was a shelter for refugees in the boys hostel. In our school, 80% of school pupils come from rural settlements, and 20% of them are immigrant. Actually, we have 20% of immigrant pupils in school who are accommodating with difficulty they began to absent. Our target group will be these students who refuse to learn and students with absences.

Our vision is aimed at moral and competent students on the labor market for our country and for the world. The challenge of education is for young people with the need to be responsible, caring citizens and entrepreneurs in the economy. As a result of the previous school

year, we had 60 % students with an average of 5-5.99; 10% undergraduates, 8% dropout and 7% students with unfinished situation, 233 students with over 40 absences and 40% graduation at exams.

We hope to learn and acquire skills to win; improving language learning; greater literacy; making science more attractive; and strengthening creativity and innovation; Our goal is to guide students by stimulating their natural curiosity, motivation to learn and increase their pleasure for English. We're trying to make active students. We have sports activities and teams. For example, last year we won a fight prize. One of our students won the championship of the country's wrestling competition. Students also play table tennis, chess, football.

Our greatest success is the "Origoclass" method that we successfully apply. The method consists of combining scientific teaching with a working corner for students in a café style, where learning by dissertation, learning through light, lively and interactive activities is learned. It is our success, but we think it will have better results and better mood if we destroy the myth of the lack of equality with the students in Europe, isolation from the rest of the world, but that can only be done through direct contact.

We have another culture that they consider to isolate them from the rest of the world and inferior them. We want to improve the teachers' activity to show the usefulness of the theory to the theory in practice. We do not have experience in Erasmus projects, but we did 11 e-Twinning projects. We are a team of 5 teachers. I (coordinator) English teacher. We have experience with e-twinning. It was so useful to students and to me. I use web tools too. School principal Ali Dinker is also interested in social activities. He is always ready to make organizations. All school teachers are ready to participate, as a result of the selection of the project team will be very easy.

4. España (IES JAUME I, BORRIANA)

Our High School -Jaume I- was created on November the 2nd, 1967 like a section of the Bacalaureate School of Vila-real. At present, there are 800 students and a teaching staff of 90 teachers. Our students are 12-18 years old. They study ESO (Secondary Level) and Baccalaureate.



The school is situated in Borriana, a lovely town near Valencia - the orange country. Actually, Borriana economy has declined because of international crisis that has hit the sector of oranges. The current social reality in our school is marked by the heterogeneity of our

student body that comes from different primary schools in town and whose socio-economical level is middle class, although some of them come from gipsy and Moroccan ethnic groups.

Our High School is located in Borriana and its surrounded by nature. Our city is located between fields of oranges and the sea, essential resources for our city. Nowadays, we are living the worst of times because the fields are abandoned due to the fact that people don't earn big money. Fishing is also being adversely affected by pollution.

We want to make our students aware of these aspects and we want them to be active studying and working hard for being a model to follow for all the schools in our city and province. Our High School is fully engaged in a process of pedagogical change. It is articulated in different action plans, one of them aims at building our students' awareness. Work for projects, cooperative groups and service learning are the three axes that support our pedagogical change. So it's time to share our experience with another European countries and learn with them.