

Assessing the European Union's contribution to the historic environment in Scotland since 2007

REPORT Researched and Compiled by **Euclid**

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Executive Summary

Historic Environment Scotland commissioned Euclid to **identify EU funding for projects focused on or linked to heritage in Scotland, across the last 10 years**. EU funding works in 7 year cycles, so “the last 10 years” was interpreted as follows:

- The whole **7 years of the 2007-13 period**, for which (in theory) full information is available
- As much of the 2014-2020 period as could be ascertained at this time – **2014-2016 being 3 years**.

EU funding can be split into two main **categories**:

- The **European Structural & Investment Funds (ESIF)**, which are mostly devolved back to the member states and, in the case of the UK, then distributed separately in England, Scotland, Wales and NI. The ESIF also covers the **Interreg** programme which funds projects on the basis of trans-national partnerships and which distributes funds via a number of geographically focused strands and sub-strands (Scotland is eligible to participate in 8 of these sub-strands).
- The **trans-national funds**, which are programmes designed to stimulate collaborative working between partners from several eligible countries, or which support visits and exchanges between countries.

The conclusion is that over 280 projects received a minimum of £36.8m in EU funding in the period from 2007-2016.

Before using this figure in any communications, please note the comments on the following page.

There was a total of **£27m from the European Structural & Investment Funds**, with the majority (**£23.85m**) from the **ERDF** (European Regional Development Fund), and activity. There was **£350,000** from the **ESF** (European Social Fund), **£2.78m** from the **EAFRD** (European Agricultural Fund for Rural Development, including **LEADER**) for rural based projects and none from **EMFF/EFF** (the fisheries funds).

There was a total of nearly **€11.85m** (around **£9.8m** using the exchange rate at 1 January 2014 of €0.8298/£1) from Interreg and the trans-national funds:

- The largest amount – around **€5m** – was from the **Horizon 2020** research & development fund (**€240,000**) and the predecessor programme, the **7th Framework** programme (**€4.75m**).
- There was around **€4.76m** via the **Interreg** programme (part of the ESIF)
- There was over **€800,000** via the **Culture** (sub-)programme, now part of **Creative Europe**
- There was around **€1.27m** via the **Erasmus+** programme for education & training, and its predecessor programmes, **Lifelong Learning and Youth in Action**
- There was nothing from the **Europe for Citizens** programme, which focuses on projects related to the history of Europe and the EU, and on democratic engagement and civic participation

This report has been produced in tandem with similar reports for **Creative Scotland** and **Museums and Galleries Scotland**. Taking into account that some projects appear in two or more reports as they cover a range of culture areas, the total level of funding for the culture and heritage sector from EU sources is estimated to be over **£59m** covering around **650** projects funded since 2007.

Finally, it is noted that the value of all this EU funding covers **a breadth of impacts** – from funding which has been of **specific benefit to the historic environment sector** in Scotland, to **inward investment into Scottish research institutions** (especially universities) who have a focus on related areas.

Comments on the Figures

There are a number of points about the figures in this report – all of which would seem to indicate that the figures quoted are likely to be an under-estimate.

Funding for 2014-2020 started late

Many of the new programmes for the 2014-2020 period started late, so in some cases, **relatively small numbers of grants have been made so far** – meaning that the figures for the 3 years 2014-2016, which is 43% of the 7 years of the 2014-2020 funding period, most certainly do not represent 43% of the likely grants for this period. This slow start to awarding grants typically happens at the start of each 7 year funding period.

For example, the amount of ESIF was £25m for the 7 years 2007-2013, an average of nearly £3.5m per year. However, the total of grants in 2014-2016, a period of 3 years, was nil. Had the funding been at the same rate as the previous period, the total for 3 years should be around £10m. One could, therefore, reasonably conclude that “nil” is a significant under-estimate. For the purpose of this report, we have assumed a “nil” figure.

For projects, estimates have been used for the grant to the Scottish partner

The only figures available for Interreg and most of the trans-national funds are of **the grant for the project, and not the amounts received by any individual partner**. The exception is **Horizon 2020 / ERC / FP7**, where the grants to individual partners are available (in almost all cases). The amounts transferred from the lead partner to the co-organisier partners can only be found by analysing the final financial statements of each and every individual project – this information is difficult to access, and was not possible within the resources available for this research.

To address this issue, all the available information for these grants have been assessed and the **number of partners** for each project identified. The project grant was divided by the number of partners to get an estimate for the grant to that partner. In some cases, the actual figure will be more, in some cases, less. This would appear a more appropriate means of calculating a reasonably accurate estimate. The number of partners (and the number of UK partners) are noted in the relevant tables for these programmes.

Methodology

The research aims to provide figures, with caveats, of the amount of funding the heritage sector has received from the European Union in the last 10 years.

Most of the relevant data has been gathered via online databases operated by the EC or one of its agencies, or by the Scottish government or related agencies in Scotland. For most of these databases, all projects with Scottish partners were checked to see whether they were relevant to the sectors of interest. For some more extensive databases, the initial filtering was through keyword searches. For these, a number of key words used which were agreed with the commissioning body. For HES, the agreed keywords were: **ancient, archaeology/ical, battlefield, castle, conserve/ation, heritage, history/ical, monument, museum, palace, tourism/t**. However, it is acknowledged that it is possible that a small number of projects may have been missed as a result of using these particular key words.

For the vast bulk of the data gathered, enough information is available to be confident that the projects are indeed relevant to the broad definition of heritage used for this research. However, for the EAFRD, including the LEADER programme, it is likely that not all relevant lists or databases have been received. Therefore, the figures in this section are likely to be an underestimate.

The programmes that were researched are listed in the table below – these are colour coded to help navigate the various levels of funding. The first four columns show the names of these programmes from 2014 – some were different in 2007-2013 and these are included in the final column.

<i>Prog Type</i>	<i>Programme</i>	<i>Sub-Programme</i>	<i>Strand / other</i>	<i>2007-2013 names</i>
European Structural and Investment Funds (ESIF)	ERDF	<i>Various</i>		
	ESF (social fund)	<i>Various</i>		
	EAFRD (rural)	RDPS & others		
		LEADER	Local Action Groups	
	EMFF (fisheries)	<i>Various</i>		
	Interreg	A: Scot/Nl & IE		
		B: NW Europe		
		B: Atlantic Area		
		B: North Sea		
		B: N Periphery		
		C: Interreg Europe		
Trans-National Funds	Creative Europe	MEDIA	<i>Many strands</i>	
		Culture	Projects	
	Erasmus+ (<i>prev</i> Lifelong Learning, Youth in Action)	Key Action 1	<i>Many strands</i>	Leonardo, Erasmus, Grundtvig, Comenius.
		Key Action 2	<i>Many strands</i>	
Trans-National Funds	Europe for Citizens	Remembrance	Projects	
		Civic Society	Twin Towns	
			Networks	
			Projects	
	Horizon 2020 / ERC	<i>Several</i>		FP7

For all of these programmes, the starting point was to identify the **databases or downloadable lists of funded projects** that are provided by the **European Commission** (for Interreg and the trans-national funds) and by the **Scottish government** (for most of the Structural Funds: ERDF, ESF, EMFF/EFF) – **several hundred databases or schedules** were accessed in this way. Other information was obtained from **reports** published by some of the **intermediary bodies** involved in these programmes – for example, by the various **Local Action Groups** (responsible for allocating the **LEADER** funds, part of the EAFRD).

It has been difficult to obtain detailed information on grants from the EAFRD / RDPS / LEADER programmes, and, as stated above, it is possible that the figures in this report are an underestimate.

The following table provides a summary of the mechanisms used to access the relevant information.

Funding Programme	Source of Information – websites, databases & publications
European Structural and Investment Funds (ESIF): ERDF, ESF, EAFRD, EMFF	Some of this data for Scotland has been difficult to access. • There are databases that can be downloaded for ERDF & ESF for Highlands & Islands and Lowlands & Uplands for 2007-2013. • Contact was made with the Scottish Government, with around 20 Scottish agencies who have responsibility for distributing the ESIF in Scotland; and with around 75 Scottish local authorities and others who have responsibility for allocating the ESIF in Scotland and in particular the LEADER programme. • Despite reminder emails, responses were received from only around 20 of these. The reasons for this poor response are not clear – but it is possible that the timescale was too tight for some organisations to be able to produce a detailed response. Therefore it is likely that these sections of the report are likely to be underestimates.
Interreg	• KEEP – the searchable database for the Interreg programme • Websites maintained by the secretariats of the strands relevant to Scotland.
Creative Europe	• Over 300 (2007-13) & 40 (2014-16) schedules were downloaded from websites of the Education, Audiovisual & Culture Executive Agency (EACEA) and UK Creative Europe Desk
Erasmus+	• Over 60 (2007-13) & 50 (2014-16) schedules were downloaded from websites of the Education, Audiovisual & Culture Executive Agency (EACEA) & UK Erasmus+ contact point
Europe for Citizens	• Over 120 (2007-13) & 18 (2014-16) schedules were downloaded from the website of the Education, Audiovisual & Culture Executive Agency (EACEA) – <i>there is no contact point in the UK</i>
Horizon 2020 / FP7	• Searches were made of databases on the websites of CORDIS and the European Research Centre (ERC).
Other programmes	• European Commission and/or programme websites and/or databases • Any other relevant contact points in the UK

Summary of Amounts Allocated to HES Related Projects

Programme	Sub-Programme	Strand / other	Amount in €	€ converted to £	Amount in £
European Structural and Investment Funds (ESIF)					
ERDF	Various	2007-13			23,853,589
		2014-16			0
ESF	Various	2007-13			350,232
		2014-16			0
EAFRD	RDPS, including LEADER	2007-13			2,726,418
		2014-16			55,300
EMFF	Various	2007-13			0
		2014-16			0
	A: Scotland & NI / Ireland		2,394,902	1,987,290	
	B: Atlantic Area		210,304	174,510	
	B: North Sea		386,292	320,545	
	B: North West Europe		463,041	384,232	
	B: Northern Periphery		1,305,880	1,083,619	
	C: Interreg Europe		0	0	
Trans-National Funds					
Creative Europe	MEDIA	Many strands	0	0	
	2007-13: Culture	Various	491,308	407,688	
	2014-20: Culture Sub-Prog	Various	312,514	259,324	
Education / Training / Youth	2007-13: Lifelong Learning	Various	260,051	215,790	
	2007-13: Youth in Action	Youth	9,802	8,134	
	2014-20: Erasmus+	Various	1,001,482	831,030	
Europe for Citizens	Remembrance (projects)	2007-13	0	0	
		2004-20	0	0	
	Civic Society	Various	0	0	
R & D	FP7 (7 th Framework)		4,776,593	3,963,517	
	Horizon 2020 (incl ERC)		241,891	200,721	
TOTAL: €			11,854,060		
TOTALS: £ <i>exchange rate at 1 Jan 2014 0.8298</i>			9,836,499	9,836,400	26,985,539
TOTAL: GB£					36,822,038

European Structural and Investment Funds

The **European Structural & Investment Funds (ESIF)**, which are mostly devolved back to the member states and, in the case of the UK, then distributed separately in England, Scotland, Wales and NI. The ESIF also covers the **Interreg** programme which funds projects on the basis of trans-national partnerships and which distributes funds via a number of geographically focused strands and sub-strands (Scotland is eligible to participate in 8 of these sub-strands).

ERDF: European Regional Development Fund

2007-2013

Highlands and Islands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs</i>	<i>EU grant</i>
2	Applecross Landscape Partnership Scheme	Applecross Trust	373,989	168,295
2	Applecross Landscape Partnership Scheme (Revenue projects)	Applecross Trust	154,390	69,476
2	Beinn Eighe - Gateway to Wild Wester Ross	Scottish Natural Heritage	330,000	148,500
2	Cairngorms Mountain Heritage Project	Cairngorms Outdoors Access Trust	1,915,308	722,502
1	Green Tourism Initiatives For Business Growth (H&I)	VISITSCOTLAND	200,300	78,117
2	Hebridean Archiving	Comhairle nan Eilean Siar	345,413	155,435
2	Homecoming Scotland 2009 (H&I)	VISITSCOTLAND	4,250,342	1,487,620
2	Lews Castle Museum & Archive - Revised	Comhairle nan Eilean Siar	6,660,000	1,800,000
2	Little Assynt Access Improvement and Training Project	Culag Community Woodland Trust Ltd	595,842	217,033
2	Marine & Environmental Archaeology in the H&I	Orkney College	537,000	214,800
2	Mountains for People	National Trust for Scotland	1,090,013	243,073
1	New Tourism Growth Fund (H&I)	VISITSCOTLAND	561,852	210,695
2	Opening up the Forbidden Isle	Scottish Natural Heritage	220,000	88,000
	Regenerating Hynish	The Hebridean Trust	355,501	129,597
2	Scapa Flow Wartime Trail	Orkney Islands Council	824,069	262,990
2	Shetland Boat Building Centre	Shetland Amenity Trust	304,700	121,880
2	Sumburgh Head Restoration & Development Project	Shetland Amenity Trust	4,091,386	1,803,000
2	Sustainable Tourism Consumer Promotions - H&IS	VISITSCOTLAND	4,550,749	1,654,652
2	The Great Glen Canoe Trail	British Waterways	601,800	270,500
2	The Highlanders Museum Redevelopment Project	The Highlanders Museum	2,505,707	772,856
3	Town Heritage Initiative - Commercial Hotel Restoration	Orkney Islands Council	1,043,252	388,000

Lowlands and Uplands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs</i>	<i>EU grant</i>
GGB	Green Tourism Consumer Promotions - South of Scotland	VisitScotland	1,339,716	486,719
2	Green Tourism Initiatives for Business Growth	VisitScotland	340,631	121,444
GGB	Greenlaw Town Hall - Office development	Scottish Historic Buildings Trust	1,186,573	474,629
3	Maryhill Burgh Halls	Maryhill Burgh Halls Trust	4,230,296	1,330,607
4	National Conservation Centre (NCC) The Engineshed, Stirling	Historic Scotland	4,925,036	1,936,403
4	New Seasonal Tourism Campaigns in the LUPS P4 Areas	VisitScotland	9,213,590	3,685,436
GGB	New Seasonal Tourism Campaigns in the South of Scotland	VisitScotland	3,476,934	1,390,774
2	New Tourism Growth Fund	VisitScotland	721,890	270,708
4	Rural Tourism Business Support	Angus Council	2,042,447	816,979
4	Homecoming 2009	VisitScotland	3,562,216	1,209,144
4	Green Tourism Consumer Promotion	VisitScotland	2,735,994	933,182
GGB	Homecoming and the Development of the Diaspora Market	VisitScotland	573,371	190,543

2014-2020

There do not appear to be any relevant projects as yet.

ESF: European Social Fund

2007-2013

Highlands & Islands

<i>Pr</i>	<i>Project</i>	<i>Applicant</i>	<i>Total costs</i>	<i>EU grant</i>
2	CALANAS - Transforming Traditional Skills	Uist Wool	348,500	243,950
3	Community Empowerment in Tourism, Heritage and Leisure	North Highland College	190,729	73,964
2	Developing training in the Cairngorms National Park	Cairngorms National Park Authority	47,038	32,318

Lowlands and Uplands

None relevant to the HES sectors.

2014-2020

There do not appear to be any relevant projects as yet.

EAFRD: European Agricultural Fund for Rural Development

LEADER

2007-2013

Overall

<i>Name of Group</i>	<i>Project Name</i>	<i>LEADER</i>	<i>Convergence</i>	<i>Total Project Cost</i>
Alness Community Association	Heritage Project	£33,781.51	£0.00	£37,535.01
Applecross Archaeological Society	Applecross Broch Community Archaeology Project	£1,863.43	£1,004.31	£7,171.14
Applecross Trust	Applecross Landscape Partnership Scheme	£0.00	£67,422.01	£153,512.10
Applecross Trust	Enhancing Clachan Church	£12,667.01	£38,343.37	£102,020.75
Archaeology for Communities in the Highlands	Black Isle Heritage Memories	£1,458.32	£4,038.46	£14,662.00
Archaeology for Communities in the Highlands	Evanton Wartime Remains	£19,847.00	£2,000.00	£30,462.37
Archaeology for the Communities in the Highlands	Stop, Look and Listen	£36,832.46	£81,487.28	£285,383.38
Archaeology Scotland	Adopt a Monument Scheme - Phase 1	£6,394.69	£21,196.54	£56,034.17
Archie Sinclair Fossil Centre	Stoneworks	£30,456.59	£0.00	£48,244.26
Ardersier War Memorial Hall	War Memorial Business Plan and Options Appraisal	£7,500.00	£0.00	£10,000.00
Ardersier War Memorial Hall	War memorial Hall Upgrade Phase 1	£150,804.36	£0.00	£203,409.60
Ballachulish Community Association	Ballachulish Hall - A Sustainable Future	£92,023.33	£0.00	£102,248.15
Ballachulish Community Council	Ballachulish Slate Heritage Project	£5,764.31	£3,621.69	£23,465.00
Broadford and Strath Community Company	Broadford Bay Heritage Trail	£7,215.07	£33,378.24	£113,676.90
Caithness Archaeological Trust	Caithness Archaeological Trust Development Plan	£7,630.72	£0.00	£11,220.00
Caithness Archaeological Trust	Caithness Broch Centre	£12,473.83	£30,793.13	£105,452.49

Caithness Archaeological Trust	Nybbster Broch	£0.00	£47,718.83	£115,486.00
Caithness Partnership	Caithness Partnership Environmental Fund Scheme	£8,239.32	£9,613.92	£39,726.84
Clan Donald Lands Trust	Baile Chlann Domhnaill: A 'Chill Bheag (Clan Donald Village: Kilbeg)	£0.00	£33,401.96	£233,743.65
Clan Donald Lands Trust	The Crofters and the War Oral History Project	£5,293.43	£7,908.13	£29,358.58
Clan Sinclair Trust	Interpretation Signs at Noss Head & Castle Sinclair Girnigoe	£1,196.34	£5,981.73	£15,951.27
Community Woodland Association	Arts Culture Heritage - Project Feasibility Study	£953.22	£1,853.87	£7,150.00
Conon Bridge Community Council	Conon Bridge's Homecoming - Heritage and Beyond	£2,286.69	£796.02	£6,850.47
Cromarty History Society & Friends of Cromarty Courthouse	Children's Book on Sir Thomas Urquhart	£0.00	£1,700.32	£4,250.82
Croy Community Council	Culloden Moor Community Development Plan	£3,277.60	£2,430.01	£8,577.71
Destination Loch Ness Ltd	Gateway Signage Feasibility Study	£0.00	£2,700.00	£6,000.00
Destination Loch Ness Ltd	South Loch Ness Trail	£0.00	£89,933.00	£220,932.00
Dores & Essich Community Council	Dores Village Improvement Plan	£1,600.00	£200.00	£2,000.00
Dores & Essich Community Council	Dores Village Improvements	£69,371.19	£4,906.68	£83,523.88
Dunbeath Preservation Trust	Dunbeath Fishings Project: Phase 2	£19,394.17	£7,065.69	£35,279.82
Dunbeath Preservation Trust	The Dunbeath Fishings Project	£0.00	£13,197.88	£47,940.00
Excavation of Cairds' Cave, Rosemarkie	Rosemarkie Caves Project, North of Scotland Archaeological Society	£2,315.98	£2,027.27	£8,396.00
Fort Augustus & Glenmoriston Community Company	Fort Augustus Village Hall	£70,270.15	£0.00	£131,247.95
Gairloch Heritage Museum	Gairloch Heritage Museum Re-Development - Development Phase	£1,004.66	£7,301.47	£16,428.26
Glencoe and Glen Etive Community Council	To Enhance Entrance to the Village	£990.65	£1,056.54	£5,117.96
Glenfinnan Station Museum Trust	Glenfinnan Station Museum Development - Stage 1	£0.00	£40,743.95	£217,998.65
Halkirk Village Council	Ross Institute Centenary Project	£0.00	£17,544.81	£43,862.03
Highland Buildings Preservation Trust	Highland Kirkyards (Ross & Cromarty Pilot)	£875.45	£4,310.55	£15,381.00
Highland Buildings Preservation Trust	Highland Kirkyards Phases 1 and 2	£3,981.96	£11,945.02	£29,418.14
Highland Council	Brora Environmental Projects	£0.00	£23,475.11	£126,142.44
Highland Council	Conservation Area Appraisal	£1,770.68	£2,158.38	£8,731.25
Highland Council	Dingwall Conservation Area Regeneration Scheme	£0.00	£60,451.31	£130,367.30
Highland Council	Ullapool Environmental Improvements	£26,366.25	£9,183.75	£79,000.00
Highland Council	West End Regeneration	£900.95	£1,736.05	£5,862.00
Highland Museum of Childhood	The Goods Shed	£0.00	£35,975.86	£432,401.76
Highlanders' Museum	The Highlanders' Museum Re-Development Project	£0.00	£30,566.80	£95,402.00
Historic Assynt	Hidden Lives of the Assynt Landscape	£18,697.30	£25,818.40	£98,923.77
Historic Assynt	Life and Death in Assynt's Past	£0.00	£53,456.98	£132,109.10
Inver Hall Committee	Development of Inver Hall	£48,438.00	£0.00	£53,820.00
Isle of Eigg Heritage Trust	Wood Fuel/Products Feasibility Study for the Isle of Eigg	£1,551.19	£2,692.31	£9,730.00
Isle of Rum Community Trust	Feasibility Study - Village Centre Regeneration Project	£14,678.25	£0.00	£19,571.00
Isle of Rum Community Trust	Isle of Rum Ranger Service	£13,544.15	£20,190.66	£75,151.13
Isle of Rum Community Trust	Visitor Facilities Improvements	£20,871.48	£0.00	£29,816.39
Kilmuir and Kilmaluag History & Heritage Group	More Echoes from the Past	£5,361.17	£0.00	£7,741.76
Kilmuir Community Council	Duntulm Castle Conservation Study	£0.00	£5,657.00	£14,814.00
Kilmuir Community Council	Kilmuir Heritage Access Project	£2,075.05	£4,149.98	£11,688.00
Kiltarlity Community Council	Boblainy Forest Community Archaeology Project	£0.00	£2,260.83	£5,652.08
Kinlochewe Hall Trustees	Kinlochewe's Green	£12,762.00	£3,630.00	£22,152.00
Kinlochleven Community Trust	Kinlochleven Village Square Regeneration Project	£20,980.41	£3,889.39	£62,173.50
Kirkton Woodland and Heritage Group	Smithy Cultural Development (Phase 2)	£118,146.39	£0.00	£181,762.39
Kyle Public Hall	Douglas Park Regeneration Phase 1	£0.00	£43,916.00	£103,736.00
Lochaber Geopark Association	Rock Route Interpretation	£0.00	£26,335.00	£58,522.00
Mark Tait	34A High Street Dingwall	£5,107.20	£0.00	£12,768.00
Mr William Deas	62 High Street, Dingwall	£1,574.40	£0.00	£3,936.00
National Trust For Scotland	Canna Community Shop	£64,193.18	£0.00	£74,401.00
National Trust for Scotland	Culloden Access and Interpretation Project	£151,204.59	£24,934.96	£215,513.95
Nigg Old Trust	Conservation and Display of the Nigg Pictish Monument - Stage 1	£0.00	£8,811.16	£20,577.20
Nigg Old Trust	Conservation of Display of the Nigg Pictish Monument	£0.00	£36,531.18	£131,265.46
Scottish Natural Heritage	Explore for a Day	£0.00	£1,246.99	£3,392.24
Scottish Natural Heritage	Knockan Crag National Nature Reserve: Rock and Stroll Project	£52,486.03	£101,035.57	£341,159.11
Scottish Waterways Trust	Canal Environment & Heritage Officer	£0.00	£18,217.53	£81,510.22

Scottish Wildlife Trust	Coigach Assynt Living Landscapes Development Officer	£29,993.91	£0.00	£47,101.00
Scottish Wildlife Trust	Enhancing the Visitor Experience on Handa	£16,904.07	£9,389.38	£47,384.14
Scottish Wildlife Trust	Outdoor Marine Banner Display "Living with the Sea"	£2,331.33	£6,698.00	£23,241.52
Scourie Community Development Company Ltd	Scourie Harbour Regeneration Project	£94,624.66	£5,566.16	£111,323.13
Skye & Kyle Rail Development Co Ltd	The Great Highland Railway Journey	£79,597.84	£41,950.33	£243,095.52
Strathnaver Museum	Development of Heritage Awareness	£16,728.79	£29,561.35	£81,210.77
Tarbat Historic Trust	Tarbat Monastic Site Interpretation	£13,670.10	£0.00	£15,189.00
West Highland College UHI	LARA: Landscape Approaches to Develop Rural Areas	£84,452.89	£0.00	£93,940.92
Yarrows Heritage Trust	Thrumster People and Place Project	£0.00	£32,077.73	£71,650.06

In addition, the following projects have been awarded **LEADER** funds via their **Local Action Group**:

Aberdeenshire

<i>Project Reference</i>	<i>Project Name</i>	<i>Total Project Costs</i>	<i>Match Funding</i>	<i>LEADER Award</i>
RAL/R10/Dec10/116	A Mearns Heritage: 1980-2013 (Forest View Centre)	£71,961	£51,000	£20,961
RAL/R4/Apr09/046	Dinosaur Extinction	£7,215	£4,078	£3,137
RAL/R3/Feb09/038	Glass Hall Window Work	£13,024	£6,512	£6,512
RAL/R6/Dec09/066	Pitsligo Castle Consolidation & Repair of Structure - Phase 1	£99,411	£52,206	£47,205
RAL/R5/Jul09/063	Pitsligo Castle Gardens - Archaeological Investigations	£9,850	£7,000	£2,850
RAL/R2/Nov08/11	Scolty Trails Enhancement Project (STEP)	£130,000	£67,000	£63,000

East Ayrshire

Organisation	Project	LEADER Grant
East Ayrshire Coalfield Environment Initiative	Access and Environment Project	£211,110.00
Fenwick Weavers Co-operative Ltd	Fenwick Weavers Heritage Project	£47,768.00
Mauchline Burns Club	Tourist Information Plaques Project	£12,900.00
Dalmellington Partnership	Discovering Dalmellington (Phase 1)	£16,750.00
East Ayrshire Council	Cumnock Traditional Skills Project	£20,000.00
East Ayrshire Council	Cumnock Archaeology Project	£20,000.00

Kelvin Valley and Falkirk LEADER

Kirkintilloch Town Hall Heritage Centre	125,000	265,000	The project will deliver a multi-purpose, flexible community venue in the heart of Kirkintilloch, which will host a variety of community activities, including heritage and culture programming, live performance and social functions. The project will also include the creation of a new Industrial Heritage Museum & Exhibition space within the building dedicated to Kirkintilloch's industrial past.	Theme 1: Heritage, Tourism & Leisure Theme 2: Community Services & Facilities
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Orkney

<i>Round</i>	<i>Project Title</i>	<i>LEADER Funding Committed</i>	<i>Convergence funding committed</i>
5	Archaeology & Sustainable Development Project Officer		24,750.00
14	Creation of Heritage Centre and Enterprise area in the Temperance Hall, Lady village	96,050.00	
14	Development and expansion of Deerness Geo Slipway and surrounding area		53,120.00
9	Development and Expansion of the Orkney Fossil & Heritage Centre		63,475.00
5	Development of Former Light Keepers' Cottages	47,070.00	
4	Development of the Orkney Fossil & Heritage Centre Community Café	5,104.00	
13	Feasibility Study - The future of the Sandwick Hall		2,500.00
6	Hoy Heritage - Memories of Creels & Crofts	24,075.00	
2	Orkney's Crofting Connections		6,233.00
5	Promoting Outdoor Orkney - A Pocket Guide to Outdoor Orkney		3,710.00
12	Redevelopment of St Margaret's Hope Community park		47,350.00
9	Regeneration of Stromness Community Centre Park		34,941.00
6	Restoration of Flaa's Pier and Storehouse, Stromness		50,000.00
1	Scapa Flow Landscape Partnership Scheme		55,000.00
8	Scapa Flow Landscape Partnership Scheme - Phase 2		50,750.00
11	Westray Living Heritage	14,356.00	

South Ayrshire

Organisation	Project	LEADER Grant
Maybole Historical Society	Ayrshire Pilgrims' Trail Feasibility Study	£2,300.00
Ailsa Horizons Ltd	The Pilgrims Trail Phase I	£6,850.00
Maybole Castle Community Trust	Maybole Castle Community Restoration Project Scheme of Repair - Stage 1	£6,604.00

South Lanarkshire

Project Name	Description	LEADER award £
Heritage Heroes	To create a strong and sustainable partnership between schools and local community heritage groups in South Lanarkshire which will provide the opportunity for young people to engage with local heritage and contribute to the knowledge and understanding of it.	10600
Carluke High Mill Option Appraisal	Report on options for the preservation and development of the historic windmill.	11600
Wiston Lodge: Feasibility Study	The production of a feasibility study about (1) the condition of the listed buildings and the grounds within the curtilage of these buildings, (2) the repair and maintenance that is required, (3) minor alterations to improve the efficiency of the main house and (4) an assessment of the future uses of the other buildings on the estate.	3350
New Lanark Church Options Appraisal	To procure a team of specialist consultants to survey the building and the surrounding site, to prepare a repair schedule, prepare measured drawings of the Hall for use in schematic reuse options, consult New Lanark community and other stakeholders, prepare informed Options for reuse and have associated costs prepared by a cost consultant and prepare Options Appraisal document.	3666
New Lanark World Heritage Site Public Search Room - New Lanark Trust	To purchase search room equipment, commission a website, the physical preparation of the search room and to train volunteers to catalogue and store collection to SPECTRUM standards, digitilise collection and input information into online database, produce search room leaflets and train staff in running of search room.	7800
Elvanfoot Bridge Community Feasibility Study	For a team of specialist consultants to collect all background information to inform this new study, survey the bridge to prepare an update to the 2007 repair schedule, consult with Elvanfoot community and other stakeholders to discuss the future ownership of the bridge, prepare informed feasibility study for long term reuse and have associated costs prepared by a cost consultant and prepare feasibility study document	5975
Strathaven Town Mill Design & Feasibility Study	To carry out a major refurbishment and reconfiguration exercise to enhance the functionality of, access to and vibrancy of Strathaven Town Mill an important local community asset which is owned by our organisation. To trigger this process, involve the wider community in our proposals and investigate the options available to us, we would like to commission a design team to carry out preliminary investigative works and produce outline design drawings and costs.	8100
Community Memory Bank	To pay for a consultancy to help develop a model and provide the equipment and materials required for a group to undertake a oral history project. This will include training from a consultant for individuals and groups, who wish to use these materials.	7630
Regal Trust	A study to establish the viability of the listed former cinema. It will provide an accurate assessment and analysis of the conservation and historic fabric needs, a comprehensive structural appraisal of the building and accurate and robust budget costings.	7500

Rural Tayside

Angus			
Enhancing the natural and cultural heritage of the area			
L1RTL188	Inglis Memorial Library, Edzell	Angus Council	£39,900.00
L1RTL031	Traditional Building Skills - Old Ways for a New Future	Angus Council - Brechin Townscape Heritage	£4,600.00
L1RTL082	Tayside Traditional Building Skills – Old Ways for a New Future Phase 2	Angus College	£118,900.00
L1RTL117	Interactive Development of Pictavia, Brechin	Angus Council	£6,270.80
Perth & Kinross			
Generating a diverse and sustainable rural economy and supporting entrepreneurial activities			
L1RTL124	BEPTA - FOOD HERITAGE	Blairstown and East Perthshire Tourist Association	£41,169.00
Enhancing the natural and cultural heritage of the area			
L1RTL063	A Laing Exposure	Heritage Service, Perth & Kinross Council	£2,638.00
L1RTL181	Westtown Training Course (in random rubble walling)	Perth and Kinross Heritage Trust	£6,777.00
L1RTL164	Historic Churchyards Project East Perthshire - Enhancement of Collace Mort House	Perth and Kinross Heritage Trust	£9,210.70
L1RTL135	Dalerb Feasibility Study	The Scottish Trust for Underwater Archaeology	£10,000.00
L1RTL011	Developing the Scottish Crannog Centre	The Scottish Crannog Centre	£38,950.00

Supporting local groups to develop stronger and more inclusive communities			
L1RTL034	Following in the footsteps of Burns in the Homecoming Scotland Year	Explore Aberfeldy	£1,529.32
L1RTL154	Glenfarg Trainstop	Take a Pride in Perthshire Association	£9,497.82
L1RTL178	Project management of the refurbishment of the Birks Cinema	Friends of the Birks Cinema	£21,563.45

2014-2020

The following projects have been awarded **LEADER** funds via their **Local Action Group**:

South Lanarkshire

<i>Project Name</i>	<i>Description</i>	<i>LEADER award £</i>
New Lanark Built Environment study	To deliver a comprehensive report on the built environment of New Lanark World Heritage Site and its surroundings. This will include the designed landscapes of Bonnington, Braxfield, Castlebank and Corehouse as well as relevant parts of the Royal Burgh of Lanark. The Built Environment Study will create a complete 'timeline' of the changing face of New Lanark and its links with the surrounding area and allow an understanding of how the buildings were used by the people of New Lanark throughout its history.	23500

This project will be considered by the LEADER LAG at their next meeting. It is eligible and there is no technical reason why it should not be approved.

Tayside / Angus

<i>Company/Site</i>	<i>One Liner</i>	<i>Awarded</i>
Caledonian Railway	Refurb. of visitor centre	£31,800

EMFF: European Maritime and Fisheries Fund

2007-2013

Aberdeenshire

2007-13 = AEFF - <http://www.aeff.co.uk/table-of-funds-awarded/>

Aberdeenshire European Fisheries Fund (AEFF) was an innovative area-based programme that supports sustainable development in Aberdeenshire's fisheries areas from 2012 to 2015. AEFF was funded by the European Fisheries Fund Axis 4.

The fund aimed to enable fisheries communities to create new and sustainable sources of income aiming to:

- Build knowledge and skills
- Promote innovation and co-operation

Funds were not available to support any increase in catching effort.

The AEFF programme was delivered by the Aberdeenshire FLAG partnership. Fisheries industry, public, private and voluntary sector organisations were represented on the FLAG whose members assessed and approved applications.

AEFF Strategy

The overarching themes of the [AEFF Strategy](#) were:

- To promote and develop sustainable communities
- To increase capacity of local fisheries communities

Measures eligible for funding included:

- Maintaining the economic and social prosperity of fisheries areas
- Adding value to fisheries products
- Maintaining and developing jobs in fisheries areas through diversification
- **Promoting the quality of the coastal environment**
- Promoting national and transnational co-operation between fisheries areas

This section of the website details the total awards made under AEFF in the [FLAG area](#).

The following have been included as they are agreed to be relevant.

Reference	Project Name	Total Project Costs	Public / Private Match Funding	Public Co-finance	AEFF Award
AEFF/R9/Apr14/036	Peterhead Heritage Trail	£30,000	£0	£15,000	£15,000
AEFF/R2/Sep12/009	Portsoy Organisation for Restoration and Training	£425,000	£51,000	£249,000	£125,000

2014-2020

The following have not been included as they do not seem to be relevant.

Aberdeenshire

2014-20 = EMFF – <http://nesflag.org.uk/projects/>

Leisure-Commercial Pontoons at Port Henry Marina, Peterhead

The project involves the purchase and installation of 4 new heavy duty pontoons providing berthing space for 15 additional vessels in the existing Port Henry Marina at Peterhead Harbour. An 11m "mooring finger" will be installed at the end of the new pontoon walkway which will be able to accommodate a vessel of up to

Buchanhaven Boatshed

The project involves the construction of a new timber-built boat shed near Buchanhaven Harbour. The building will serve as a workshop for boat maintenance and repair for harbour users and the wider public. Classroom space will be incorporated to be used by local schools, where pupils will learn about boatbuilding skills and fishing heritage.

Interreg

2007-2013

Strand	Project	Lead Partner	Budget	EU Funding	Scottish co-organisers A	Scottish co-org's B
A: IE-UK	ConnectG	Sabhal Mòr Ostaig, Isle of Skye IV44 8RQ (1)	1188096.23			
A: IE-UK	Sail West	Donegal County Council, IE (22)	6200000.00	5268784.00	Argyll and Bute Council, Argyll PA31 8RT; British Waterways Scotland, Glasgow G4 9SP; Dumfries and Galloway Council, Dumfries DG1 2HS; Highlands and Islands, Fort William PH33 6DY; Irvine Bay Urban Regeneration Company, Saltcoats KA21 5BS;	North Ayrshire Council, Irvine KA11 2DE; Scottish Enterprise Ayrshire, Kilmarnock KA3 1HA; South Ayrshire, Ayr KA8 8BH; The Highland Council, Inverness IV3 5NX; Visit Scotland, Edinburgh EH6 6JH.
B: Atlantic Area	DORNA	Diputación de A Coruña, ES (6)	194126.00	1261822.00	Gaelic Trust, Glasgow G51 2SN	
B: North Sea Region	CRUISE GATEWAY	Hafen Hamburg Marketing e.V., DE (14)	1879250.00	875650.00	Aberdeenshire Council, Woodhill House - Westburn Road, Aberdeen AB16 5GB	
B: North Sea Region	MP4: Making Places Profitable	South Yorkshire Forest Partnership (Sheffield City Council), Sheffield S1 2SH (9)	5827542.00	2913713.00	Heriot-Watt University, Edinburgh EH14 4AS	
B: North West Europe	Green And Blue Futures	Canal & River Trust, Milton Keynes MK9 1BB (7)	3241288.01	1620644.00	The Waterways Trust, New Port Downie, Lime Road, Falkirk FK1 4RS	Scottish Canals, Canal House, Applecross Street, Glasgow G4 9SP
B: Northern Periphery	CoastAdapt	Western Isles Council, Stornoway HS1 2BW (12)	1445230.00	780387.74	University of Aberdeen, Institute for Coastal Science & Management (AICSM), Aberdeen AB24 3UF; Scottish Natural Heritage (SNH), Inverness IV3 8NW	UHI Millennium Institute, Environmental Research Institute (ERI), Thurso KW14 7JD, Western Isles Council, Stornoway HS1 2BW
B: Northern Periphery	NPNP: New Plants for Northern Periphery Market 4.4	Piteå Municipality, SE (5)	741675.00	425527.00	Agronomy Institute, UHI Orkney College, Kirkwall	
B: Northern Periphery	NPPHunt	University of Helsinki Ruralia Institute, FI (10)	1127151.00	645701.00	Macaulay Institute, Aberdeen; University of Aberdeen	
B: Northern Periphery	The THING Project - THing sites International Networking Group	Sogn og Fjordane County Administration, NO (7)	989002.00	485378.00	Shetland Amenity Trust, Lerwick ZE1 0NY, Highland Council, Inverness IV3 5NX	Department of Archaeology, Orkney College, Kirkwall, KW15 1LX

2014-2020

B: Northern Periphery and Arctic

Project	Lead Partner			Scottish co-organisers A	Scottish co-org's B
Cool Route: Cruising Oceans On Latitudes above 51° North	Cork Institute of Technology, IE (8)	1257129.91	765106.00	Glasgow Caledonian University, Glasgow G4 0BA	Blue Seas Marinas, Greenock PA15 2UT
REGINA	Nordregio, SE (12)	1999749.31	1220198.00	North Highland College UHI, Thurso KW14 7EE	Environmental Research Institute (ERI)
SAINT: Slow Adventure In Northern Territories	University of the Highlands and Islands, Inverness IV3 5SQ (11)	1701548.88	1054374.98		
WaterPro: Northern Runoffs into Profits	Savonia University of Applied Sciences Ltd, FI (9)	1992726.00	1192756.00	Heriot Watt University, Edinburgh EH14 4AS	

Trans-National Funds

The **trans-national funds**, which are programmes designed to stimulate collaborative working between partners from several eligible countries, or which support visits and exchanges between countries.

Creative Europe: Culture / Media

Culture

2007-2013

The following projects had Scottish partners:

D/Line	Start	Strand	Ref	Title	Grant	%age	Area	Role	Scottish Partner
2007	2008	1.1	139435	Fishing Cultural Heritage Network (11)	672,290	50.00		Co-org	Aquatera Ltd
2006	2007	1.2.2	132948	Beyond History (1)	26,365		Lit	Lead	Dyonisia Press Ltd
2011	2012	1.2.1	522596	Wildflower Europe: celebrating rural cultures & landscapes (7)	2000	50.00		Co-org	North Highland Initiative
2009	2010	1.1	507589	Archaeolandscapes Europe (27)	2,5000	50		Co-org	Royal Commission on the Ancient-Historical Monuments Scotland, University of Glasgow
2012	2013	1.1	536370	European Music Archaeology Project (10)	1,991,899	50.00	ID (CH, PA, DAA)	Co-org	Royal Conservatoire of Scotland
2012	2013	1.2.1	536196	Seeing Stories - Recovering Landscape Narrative in Urban and Rural Europe (5)	162,500	50.00		Lead	Scottish Storytelling Forum
2008	2009	1.2.1	149434	A Taste Of Europe (9)	200,000	38.07		Co-org	The Scottish Fisheries Museum Trust Ltd
2012	2013	1.2.1	536340	Religion in the Shaping of European Cultural Identity (4)	115,000	50.00		Co-org	University of Edinburgh

Creative Europe: Culture

2014-2020

D/Line	Strand	Ref	Title	Lead Partner	Grant	%age	Scottish Partner
2014 – first deadline	1.1 – Large Projects	551981	SYMBOLS - Culture of Death & Cultural Life: New audiences and creations around European Cemeteries	Fundación Municipal de Cultura del Ayuntamiento de Avilés, ES (6)	198.085,57 €	55.00%	Dundee and Angus College
2014 – 2 nd deadline	1.1 – Large Projects	559679	Follow The Vikings	Shetland Amenity Trust, UK (14)	€ 1,960,000.00	50.00%	
2015	1.2.1 – Small Projects	570397	Reclaim the future - nomadic carnivals for change	Teatermaskinen ekonomisk förening, SE (5)	200,000.00 €	51.01%	Rural Nations (Scotland) CIC
2015	1.2.1 – Small Projects	570402	Advanced Limes Applications	Historic Environment Scotland, UK (4)	199,000.00 €	59.91%	The Centre for Digital Documentation and Visualisation LLP, Glasgow

Erasmus + / Lifelong Learning / Youth in Action

This section excludes **higher education** grants as these are just to Universities for student exchanges, and the information on successful projects gives no indication what subjects the students may be studying.

2007-2013

Lifelong Learning

Strand	Project	Grant in Euro	Partners	Lead Partner	Scottish co-organisers
Comenius: Multilateral projects	Colonisation and Decolonisation in National History Cultures and Memory Politics in European Perspective (2013)	299,937	PL, AT, CH, BE, DE, UK, EE (8)	University of Siegen, DE	Glasgow Caledonian University, UK
	Exploring European history and heritage (2009)	299,920	NL, UK, DE (10)	University of Edinburgh, UK	
	Shared Practice in Teacher Education (2007)	300,000	NL, FI, HU, CZ, ES, EE, UK, DE (15)	Rijksuniversiteit, NL	University Of Edinburgh, UK
Comenius, Partnerships (Decentralised)	Euro-citizens of the future (2008-10)	14,000	FR, PL, IT, UK, SE, IS (7)		Woodacre Nursery School, Glasgow, UK
	Our Tale Heros Are Meeting in Europe (2012)	20,000	TR, ES, SI, RO, UK, IT, PL, LT (7)		Mid Calder Primary, Livingston, UK
Erasmus, Academic Networks	CLIOH WORLD (2008)	599,999	IT, AT, UK, TR, RO, NL, MT, IE, ES, EE, CZ, BG, BE, SK, SI, FI, SE (31)	Universita Di Pisa, IT	University Of Aberdeen UK; University Of Edinburgh UK; University Of Strathclyde UK
	SHARE Academic Network (2010)	560,394	IE, EE, BE, BG, CZ, DK, DE, ES, FR, IT, CY, LV, LT, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK, TR, IS, NO, HU (34)	Dublin Institute Of Technology, IE	The Glasgow School Of Art, UK
Erasmus, Development of Study Programmes	European Master in Landscape Architecture (2011)	264,832	FR, DE, UK, NL, ES (6)	Edinburgh College Of Art, UK	
Grundtvig, Networks	DIALOGUE – Bridges between research and practice in LLL (2010)	398,993	BE, PT, DE, FI, TR, SI, SK, RO, AT, IE, ES, FR, UK, EL, IS (16)	European University of Continuing Education Network, UCL, BE	University of Strathclyde, UK
Grundtvig, Partnerships (Decentralised)	Beauty of Textile Handcrafts (2012)	20,000	SK, IS, UK (3)	The Firm of ARCH, Perthshire, UK	
	I.P.: Intercultural Patchwork (2009)	20,000	ES, PL, UK, CZ, IT, PT, TR (7)	EOI Ferrol, ES	Falkirk Council, UK
Leonardo Da Vinci, Multilateral projects on Innovation	WINE: Marketing European wine: training for micro producers (2007)	388,747	UK, CZ, AT, IT, RO, FR, IT, DE, SE, ES, SI (11)	University Of Glasgow, UK	
	HENGE (2011)	245,373	ES, UK, BG, RO, LT, OTH (9)	Lawton School S.L., ES	Castlerereagh Enterprises Ltd, SRUC - Scotland's Rural College: Oatridge College, Ecclesmachan, West Lothian, Broxburn

Youth in Action

Strand	Project	Grant in Euros	Partners	Lead Partner	Scottish co-organisers
Youth for Europe, Youth Initiatives	The Dirty Weekenders - 20/20 Vision (2011)	4,909	UK (1)	The Dirty Weekenders, Edinburgh, UK	
Youth Support Systems, Training and networking of those active in youth work and youth organisations	Action for Youth in Parks (2011)	16,793	DE, DK, RO, UK (5)	Föderation der Natur- und Nationalparke Europas e.V., DE	Scottish Countryside Rangers Association, UK
	Passion for the Earth (2010)	14,000	HU, FR, LT, IT, UK, DE, LV, BG, AT (14)	PÁcsi SzAn-Tár Egyesület, HU	Findhorn Foundation Collage, UK
	Srecati, doživeti in raziskovati naravo v izobraževanju (2010)	18,702	SI, IS, FR, UK, PL, DK, FI, IE, DE, CZ, NO, SE (35)	Center Šolskih In Obšolskih Dejavnosti dom Gorenje, SI	University of Edinburgh, UK; University of Edinburgh-Moray House School of Education UK

Decentralised Grants

None of these were relevant to the sectors covered by HES.

2014-2020: Erasmus Plus

Decentralised

Key Action 1 Mobility

Call year	Sub-Strand	Project Title	EU Grant in euros	Participating countries	Coordinating organisation name	Scottish Partner(s)
2014	Adult education staff mobility	Nature Exchange Two - managing our natural and cultural assets	263,495.00	UK,SK,IS,RO,PL,CY,SI, NO,FI,BG,LV	The Firm of ARCH, UK	Woodland Trust; Loch Lomond & The Trossachs National Park Authority; Cairngorms National Park Authority; Caithness Horizons; Institute of Chartered Foresters; John Muir Trust; Royal Society For The Protection Of Birds; Scottish Natural Heritage; Scottish Wildlife Trust; SRUC; The Forestry Commissioners; The National Trust for Scotland
2014	Adult education staff mobility	Pieaugušo izglītības speciālistu mācību mobilitātes "Ilgtspējīgai Latvijai - gudru izaugsmi!"	12,404.00	LV,DE,UK,IE,DK,RO	Biedriba Smiltenei un Latvijai, LV	Findhorn Foundation College
2015	Adult education staff mobility	SINERGIJA NOVIH ZNANJ	5,956.00	SI,UK	Rokodelski center Ribnica, SI	Craft Town Scotland Limited
2016	Adult education staff mobility	Nature Exchange Three - Managing our Natural and Cultural Assets	219,720.00	UK,NO,BG,LV,SK,IS,PL,FI,CY,RO,EE,SI	The Firm of ARCH, UK	
2014	School education staff mobility	Améliorer les compétences en anglais des enseignants	8,775.00	FR,UK	Lycee Fernand Daguin, FR	Randolph School of English
2014	School education staff mobility	Developing Learning and Teaching Abroad	10,195.00	UK	Bruntsfield Primary School, UK	
2014	School education staff mobility	Educational focus on language and the didactic process in a European perspective	9,442.00	SE,DE,UK,IE,FI,NL	Anders Ljungstedts Gymnasium, SE	Edinburgh College
2015	School education staff mobility	1+2 initiative at Tollcross Primary	4,395.00	UK	Tollcross Primary School, UK	

2015	School education staff mobility	European Connections	5,860.00	UK,ES	Holy Cross Primary, UK	
2016	School education staff mobility	1+2 initiative Preston Street Primary	12,030.00	UK	Preston Street Primary School, UK	
2014	VET learner and staff mobility	MUSIC WITHOUT FRONTIERS	24,955.00	EE,FI,PT,PL,UK,CZ,ES	Georg Otsa nim. Tallinna Muusikakool, EE	Glasgow Kelvin College
2014	VET learner and staff mobility	Music without Frontiers	44,836.00	FI,EE,PT,PL,UK,CZ,ES	Lahden Konservatorio Oy, FI	Glasgow Kelvin College
2014	VET learner and staff mobility	One week immersion course in Edinburgh	1,246.00	DE,UK	BS II und WS Kempten, DE	LFEE Europe
2015	VET learner and staff mobility	Building Limes Training	15,850.00	IE,UK	An Comhairle Oidhreacht-The Heritage Council HC, IE	Scottish Lime Centre Trust
2015	VET learner and staff mobility	Erhalt der europäischen Kulturlandschaft durch regionale Produkte	46,626.00	DE,NL,SE,SI,ES,UK,R O	Deutscher Verband für Landschaftspflege e.V. (DVL), DE	The Firm of ARCH
2016	VET learner and staff mobility	Music without Frontiers 2	40,649.00	ES,PT,UK,PL,EE	Conservatorio Profesional de Música Jacinto Guerrero de Toledo, ES	Glasgow Kelvin College
2016	VET learner and staff mobility	Music without Frontiers 2	51,141.00	FI,PL,UK,EE,PT	Lahden Konservatorio Oy, FI	Glasgow Kelvin College
2016	VET learner and staff mobility	Programme d'Échanges et de Stages en Ecosse pour les Ressources naturelles et la Valorisation de l'Environnement	20,198.00	FR,UK	Eplepa De Haute-Correze, FR	Scottish Wildlife Trust
2014	Youth mobility	Conserving Scottish Wildlife	44,982.66	UK,FR,ES,BE,SI,DE	Scottish Wildlife Trust, UK	
2014	Youth mobility	One step beyond, a way to inclusion	19,871.03	FR,ES,IT,DE,BE,SE,UK ,LV	Association Nationale Compagnons Bâtisseurs, FR	Xchange Scotland
2014	Youth mobility	One step beyond, a way to inclusion	6,453.65	FR,ES,UK,AT	Association Nationale Compagnons Bâtisseurs, FR	Xchange Scotland
2015	Youth mobility	Acting for Peace	15,830.00	FR,UK,DE,IT	Concordia Picardie, FR	Xchange Scotland
2015	Youth mobility	All together against discrimination	15,215.00	FR,PL,IT,ES,UK,DE	ADDAP 13, FR	Glasgow City Council
2015	Youth mobility	Beyond borders chasing diversity	3,776.00	ES,FR,CZ,UK	COCAT, ES	Xchange Scotland
2015	Youth mobility	Highland Reserve Management Project	18,876.00	UK,ES	Scottish Wildlife Trust, UK	
2015	Youth mobility	Improving Scottish Wildlife Trust Reserves	67,219.31	UK,EL,IT,ES,PL,FR	Scottish Wildlife Trust, UK	
2015	Youth mobility	KATIMAVIK Scotland Export	18,544.00	FR,UK	Solidarites Jeunesses MCP, FR	Xchange Scotland
2015	Youth mobility	One step beyond, a way to inclusion	20,022.00	FR,UK,ES,IT,DE,EE,FI	Association Nationale Compagnons Bâtisseurs, FR	Xchange Scotland
2015	Youth mobility	Voluntariado Ambiental en una eco-comunidad internacional. Aprendiendo cómo vivir con un bajo impacto ambiental.	15,854.01	ES,UK,FR,DE	Proyecto Sunseed, ES	Article 12 in Scotland
2015	Youth mobility	Wildlife Rescue 2015	15,529.00	DE,UK,ES	Wildtier- und Artenschutzstation e.V., DE	Xchange Scotland
2016	Youth mobility	Beyond borders, workcamps for all	3,510.00	ES,FR,CZ,UK	Coordinadora D'organitzadors De Camps De Treball Internacionals De Catalunya, ES	Xchange Scotland
2016	Youth mobility	GÖLGE OYUNUNU GÖLGEDE BIRAKMA!- DON'T OVERSHADOW THE SHADOW PLAY!	21,000.00	TR,ES,UK,EL,RO	Kulturel Mirascilar Grubu, TR	Beyond Borders
2016	Youth mobility	International EUROPARC Junior Ranger Camp 2016	16,020.00	DE,NL,UK,RO,SI,LV	Federation Der Natur- Und Nationalparke Europas (Federation Europarc) EV, DE	Cairngorms National Park Authority

2016	Youth mobility	Living together and local heritage in Clermont l'Hérault	17,316.34	FR,UK,EE	CONCORDIA, FR	Xchange Scotland
2016	Youth mobility	One step beyond, a way to inclusion	6,657.00	FR,IT,ES,UK,LV	Association Nationale Compagnons Bâisseurs, FR	Xchange Scotland
2016	Youth mobility	One step beyond, a way to inclusion	4,304.00	FR,UK,LV	Association Nationale Compagnons Bâisseurs, FR	Xchange Scotland
2016	Youth mobility	Protecting Scotland's Biodiversity	33,645.32	UK,FR,AT,PT,ES	Scottish Wildlife Trust, UK	
2016	Youth mobility	Voluntariado Ambiental en una eco-comunidad internacional. Aprendiendo cómo vivir con un bajo impacto ambiental.	7,217.83	ES,UK,IT,TR	Proyecto Sunseed, ES	Article 12 in Scotland

Key Action 2 Projects

2016	Collaborative Partnerships	Preventing threats to sport integrity among young high level athletes through development of mental skills	56,651.60	FR,IT,UK	Centre De Ressources D'expertise Et De Performance Sportives D'ile De France, FR	Scottish Canoe Association
2014	Strategic Partnerships for adult education	Getting Ready for European Citizenship on-line	237,660.00	ES,LV,UK,DK,DE,IT,TR	Institut Obert de Catalunya, ES	North East Scotland College
2015	Strategic Partnerships for adult education	Participation of Refugees into Social Life	133,805.00	TR,IT,NL,ES,UK,PT,N O	Uluslararası Sanat Egitimcileri Dernegi, TR	European Development Innovation Network
2016	Strategic Partnerships for adult education	Curricula for culture volunteers and managers in sparsely populated areas	273,130.00	UK,HU,DK,PT,PL	Voluntary Arts Network, UK	
2015	Strategic Partnerships for higher education	Modernising European Higher Music Education through Improvisation	347,675.00	EE,UK,FR,FI,NO,SE,N L,RO,DE,LT,BE,ES	Eesti Muusika- ja Teatriakadeemia, EE	Royal Conservatoire of Scotland
2016	Strategic Partnerships for higher education	A zenepedagógiai gyakorlat kreatív utakon történő megújítása a kodályi alapelvek mentén Magyarországon, Hollandiában és Skóciában	246,938.00	HU,UK,NL	Liszt Ferenc Zeneművészeti Egyetem, HU	National Youth Choir of Scotland; Royal Conservatoire of Scotland
2016	Strategic Partnerships for higher education	Projet Patrimoine Européen pour un Avenir Culturel Ensemble	372,400.00	FR,IS,DE,NL,RO,IL,ES, UK,IT,CA	Universite Jean Monnet Saint-Etienne, FR	Edinburgh World Heritage Trust
2014	Strategic Partnerships for school education	Art Nouveau - Art Renouveau	358,090.00	UK,RO,SI,BG,DE,FR	Wellington School (Ayr) Ltd, UK	
2014	Strategic Partnerships for school education	Back to Our Future	291,730.00	DE,EE,PL,ES,IT,AT,EL, UK,TR,RO	Grundschule im Beerwinkel, DE	Johnstonebridge Primary School
2014	Strategic Partnerships for school education	Gaelic Occitan Together For language Users Through United Roots and Experiences	260,565.00	FR,UK,IE	Departement Du Gers, FR	Sgoil an Taobh Siar (West Side Primary School)
2014	Strategic Partnerships for school education	L'incroyable voyage culinaire de nos élèves européens	29,465.35	BE,FR,UK	Ecole Fondamentale Emile André, BE	Pathhead Primary School
2014	Strategic Partnerships for school education	One for all, all for GREEN	193,570.00	HU,TR,IT,PT,EL,ES,UK	Nyíregyházi SZC Sipkay Barna Kereskedelmi, Vendéglátóipari, Idegenforgalmi Középiskolája, Szakiskolája és Kollégiuma, HU	West College Scotland
2014	Strategic Partnerships for school education	OUR TREASURE	129,750.00	ES,UK,FR	Instituto De Enseñanza Secundaria El Yelmo, ES	Mid Yell Junior High School
2014	Strategic Partnerships for school education	RE*****	223,390.00	UK,IT,FR,TR,PT,NO,L T	Portlethen Academy, UK	

2016	Strategic Partnerships for school education	STS Education models to transmit to society the challenge of global change in the ocean	238,989.00	PT,ES,UK,PL	Associação Portuguesa de Educação Ambiental, PT	Marine Alliance for Science and Technology -Scotland
2015	Strategic Partnerships for Schools Only	For Learners Around the Globe	104,465.00	SK,IT,BG,PL,HR,UK,FR	Materska skola Juhoslovanska 4 Kosice, SK	Carmondean Primary School
2015	Strategic Partnerships for Schools Only	The joy of sports and healthy living	96,315.00	DE,PL,UK,IT,CY,FI	Reinhard Lakomy Grundschule, DE	St Thomas RC Primary
2016	Strategic Partnerships for Schools Only	Constructing European identity through material and intangible heritage	92,905.00	ES,EL,TR,UK,PL,IT	INS Enric Borràs, ES	Knox Academy
2016	Strategic Partnerships for Schools Only	From Papyrus to Stonepaper and Beyond - the Questions behind	206,275.00	DE,NL,ES,TR,EE,IT,UK,EL,PL	Grundschule im Beerwinkel, DE	The Edinburgh Academy
2014	Strategic Partnerships for vocational education and training	Revival of Disappearing Architectural Professions	99,695.00	HU,UK,ES,IT,EE,RO,BG,LT	EK Egyesület, HU	Edinburgh World Heritage Trust
2015	Strategic Partnerships for vocational education and training	Applicable Representation of City Centres with Heritage Importance	359,890.00	UK,LV,ES,HU,RO,PL	Edinburgh World Heritage Trust, UK	

Europe for Citizens

As a general point, the listings of successful projects for this programme do not provide information about other partners – so it is impossible to tell whether any of these other partners were from Scotland. And, even if this information was available, the project title is usually such that it does not provide enough information to tell whether the project was relevant to the sector.

2007-13

Town Twinning	These are very lengthy lists (which only provide the names of the twin towns) and given these are simply meetings between twin towns, it is unlikely these were especially relevant to the sector.
Networks of Twin Towns	There were no projects led by towns from Scotland – though there were at least one from each of England, Wales and NI.
Citizens Projects	There were no projects led by organisations from Scotland – though there were several from England.
Civil Society Projects	There were no projects led by organisations from Scotland – though there were several from England.
Remembrance Projects	There were two successful projects led by organisations from the UK – one of which was from Scotland, but not relevant to the HES sector.
Operational Grants (think tanks, networks, platforms, etc.)	There were no projects led by organisations from Scotland – though there were a few from England. Given that these are operational grants, there are no partners as such.
Support Measures	There were no projects led by organisations from anywhere in the UK. Given that these are support measures, there are no partners as such.

Note

There are Compendia available for 2013 projects, which provide more information on all the projects selected, but none of these have any references to “Scot....”.

2014 onwards

Remembrance	There were 3 projects led by UK partners in this period (two of which were culture projects), but none from Scotland.
Town Twinning	There was 7 projects led by UK partners in this period, including one from Scotland, which was also a culture-related project but not relevant to the HES sector.
Networks of Towns	There were no projects led by organisations from the UK in this period. However, for 2015, there is an extra listing available which includes some details of partners from other countries – and, in one network, one of these other partners was COSLA. In this network, there were 7 partners and a grant of 80,000 euros, so COSLA probably received 10,000 euros. However, there is no evidence that this project had anything to do with the relevant sectors.
Civil Society Projects	There was 3 UK led projects, including 1 led by a Scottish organisation, but there is no evidence that this project had anything to do with the relevant sectors.
Operational Grants (think tanks, networks, platforms, etc.)	There were no projects led by organisations from Scotland – though there were 3 each year from England (the same 3 organisations each year). Given that these are operational grants, there are no partners as such.

FP7 / Horizon 2020

2007-2013: FP 7

<i>Strand</i>	<i>Project</i>	<i>Proj Cost</i>	<i>EU contrib'n</i>	<i>Lead Partner</i>	<i>Scottish Co-orgs</i>
FP7-IDEAS-ERC	Global traffic in illicit cultural objects	989 771.80	989 771.80	University Of Glasgow, 989,772	
FP7-ICT	Material Encounters with Digital Cultural Heritage	5 667 600	4 499 990	Sheffield Hallam University, UK, 947 070	University Of Strathclyde, 335 160
FP7-ICT	Collaboration to Clarify the Cost of Curation	1 655 100	1 484 310	JISC LBU, UK, 234 970	University Of Edinburgh, 78 620 University Of Glasgow, 86 410
FP7-ICT	Sustaining Heritage Access through Multivalent Archival	12 286 870	8 398 290	Inmark Estudios Y Estrategias S.A., ES, 940 510	University Of Strathclyde, 487 240 University Of Glasgow, 312 900
FP7-ICT	Tools and Expertise for 3D Collection Formation	11 311 510	8 449 990	University Of Brighton, UK, 1,573,170	University Of Glasgow, 173 990
FP7-NMP	Protection of Cultural Heritage Objects with Multifunctional Advanced Materials	3 466 619	2 592 180	Tehnoloski Fakultet Novi Sad, RS, 402 180	University Of The West Of Scotland, 229 580

2014-2020: HORIZON 2020

<i>Strand</i>	<i>Project</i>	<i>Project Cost</i>	<i>EU contrib'n</i>	<i>Lead Partner</i>	<i>Scottish Co-orgs</i>
H2020-EU.3.6.3.1	Emotive Virtual cultural Experiences through personalized storytelling	2 646 447	2 643 447	Exus Software Ltd, UK, 489 620	University Of Glasgow, 241 891.20

European Research Centre

NEW: <https://erc.europa.eu/projects-figures/erc-funded-projects>

<i>Strand</i>	<i>Project</i>	<i>Project Cost</i>	<i>EU contrib'n</i>	<i>Lead Partner</i>
FP7-IDEAS-ERF	FRRO: The Fragments of the Republican Roman Orators	1 161 451	1 161 451	University of Glasgow
FP7-IDEAS-ERF	ISLAMANATOLIA: The Islamisation of Anatolia, c. 1100-1500	1 320 780	1 320 780	University of St Andrews

APPENDIX – Project Descriptions

EU funding can be split into two main **categories**:

- The **European Structural & Investment Funds (ESIF)**, which are mostly devolved back to the member states and, in the case of the UK, then distributed separately in England, Scotland, Wales and NI. The ESIF also covers the **Interreg** programme which funds projects on the basis of trans-national partnerships and which distributes funds via a number of geographically focused strands and sub-strands (Scotland is eligible to participate in 8 of these sub-strands).
- The **trans-national funds**, which are programmes designed to stimulate collaborative working between partners from several eligible countries, or which support visits and exchanges between countries.

European Structural and Investment Funds

Interreg

A: Ireland and Northern Ireland and South West of Scotland

ConnectG

Sabhal Mòr Ostaig

Sleat, Isle of Skye IV44 8RQ

1188096.23

SME and entrepreneurship

Cultural heritage and arts

Institutional cooperation and cooperation networks

By realising and maximising the economic value of the region's rich and unique culture, the project aims to achieve a sustainable competitive advantage for the participating areas. This will be achieved by the adoption of a collaborative/ shared-service approach for the provision of services and supports to the **cultural and creative industries**. This will be done by providing an intensive programme of targeted support to raise ambition, foster entrepreneurship and establish routes to market for the **creative industries and related sectors** of the cross-border area. The project will provide coordinated, cross-border shared service intervention which is presently delivered in a fragmented approach by different economic, education and social agencies working within each jurisdiction. A significant library of resources will be created which will be available post-project, and the project itself will serve as a model which can be easily rolled out to other sectors, services and across other borders.

Sail West

Donegal County Council

Drumlonagher, Donegal Town

Ireland

6200000.00

5268784.00

Tourism

Regional planning and development

The Sail West Strategy has been developed to deliver a number of objectives which are as follows:

- To provide a cohesive marine leisure development strategy for the North West, which links Sligo, Donegal, the maritime counties of Northern Ireland and the West of Scotland.
- To provide innovation in the development of new products and services.
- To share knowledge and best practise between the partners.
- To provide sustainable development, job growth and the rejuvenation of maritime communities.
- To ensure that environmental best practise and the possible effects of global climate change is fully considered within all new developments.
- To encourage and develop Eco-tourism.

The programme will develop linkages between Scotland and the island of Ireland that will benefit both sides of the Irish Sea and the Atlantic Approaches. These linkages are not only from the West but also in the case of Sligo and Donegal from the South. The programme is concerned with all aspects of the sea and marine leisure activities and builds on linkages that already exist in the zone. Areas of expertise have been developed in partner locations including angling, canals and the development of interpretative centres. Cross border experiments have been carried out in the North West of Ireland that has resulted in the development of essential initiatives for beach management. That region is now recognised as an area of best practise in beach management which is seen as an important economic driver.

01-Jul-09 / 30-Sep-14

Argyll and Bute Council, Kilmory, Lochgilphead, Argyll PA31 8RT

British Waterways Scotland, 1 Applecross Street, Glasgow G4 9SP

Dumfries and Galloway Council, English Street, Dumfries DG1 2HS

Highlands and Islands, Gordon Square, Fort William PH33 6DY

Irvine Bay Urban Regeneration Company, 43 Adrossan Road, Saltcoats KA21 5BS

North Ayrshire Council, Perceton House, Irvine KA11 2DE
Scottish Enterprise Ayrshire, 17/19 Hill Street, Kilmarnock KA3 1HA
South Ayrshire, 30 Green Street Lane, Ayr KA8 8BH
The Highland Council, Glenurquhart Rd, Inverness IV3 5NX
Visit Scotland, 94 Ocean Drive, Edinburgh EH6 6JH.

B: Atlantic Area

DORNA

Organized and Sustainable Development in the Atlantic Northwest

Diputación de A Coruña

Avenida Alférez Provisional nº 2, 15006 A Coruña

Spain

194126.00

1261822.00

<http://www.proyectodorna.eu>

Cultural heritage and arts

Regional planning and development

The DORNA project is centred on development of the Atlantic regions included in it from a perspective of sustainable economic growth and cultural diversity, achieved by encouraging and diversifying traditional naval carpentry.

- Catalogues and Inventory

- BATE brand

- Trading platform for the sale of boats

- Innovation Areas

- ATLANTIC MARITIME CULTURE: <http://cma.proyectodorna.eu/>

- European permanent collaboration NETWORK

- Publications:

INNOVATION: Definition of the needs of ecoconstruction in a R&D project

Plan to improve the infrastructure of the traditional boatyards

Study of Uses for "O Charango" shipwright

COMPARATIVE ANALYSIS OF THE LIFECYCLE OF HULLS OF BOATS: Calculation of the carbon footprint

You can also check out the complete Inventory through the following link: <http://dorna.coag.es/en/>

01-Jan-08 / 31-Dec-10

Galgael Trust, 15 Fairley Street, Glasgow G51 2SN

B: North Sea Region

CRUISE GATEWAY - towards sustainable growth of cruise shipping in the NSR

Hafen Hamburg Marketing e.V.

Pickhuben 6

20457 Hamburg

Germany

1879250.00

875650.00

<http://www.cruisegateway.eu/>

Tourism

Coastal management and maritime issues

Transport and mobility

Cruise Gateway will increase the maritime accessibility by developing the NSR as a cruise destination of its own and promoting it as a "lighthouse" for sustainable cruise. Main outputs are the creation of a brand for cruise in the NSR, the improvement of service quality in ports and environmentally friendly economic growth. Within the work packages, the brand will be jointly designed and best practices for a NSR cruise cycle will be identified and transferred. Cruise Gateway, at the end of the day, will have launched the "Green Cruise North Sea" and will have opened up "white spots", thus attracting more and new cruise passenger consumer groups to the NSR ports and their hinterland. Cruise Gateway North Sea brought together 12 partners from seven countries, representing cruise ports, marketing associations, councils and cities. During the three-year term of the project, partners focused on marketing and branding, cruise and accessibility, and cruise and sustainability, with a series of workshops, conferences and best practice tours. The emphasis has been on the North Sea Region's diversity of **history, heritage and culture**; landscapes, coast and countryside; traditional and modern architecture; vibrant cities and cosy towns and villages. The NSR also offers the advantage of short steaming distances between cruise ports, a major factor for cruise lines looking to save fuel by reducing speed and distance travelled.

01-Oct-10 / 30-Sep-13

Aberdeenshire Council, Woodhill House - Westburn Road, Aberdeen AB16 5GB

MP4: Making Places Profitable - Public and Private Open Spaces

South Yorkshire Forest Partnership (Sheffield City Council)

5th Floor, Howden House, Union Street, Sheffield S1 2SH

5827542.00

2913713.00

<http://www.mp4-interreg.eu>

Urban development

Regional planning and development

Community integration and common identity

MP4 focuses on innovative approaches for planning and designing, maintaining and using public places. The project aim is to demonstrate how open space improvements offer positive socio-economic benefits, and how the benefits offered to key communities can be maintained in the long run ('place-keeping'). In cooperation with key EU policymakers and networks, the project activities illustrate support for greater interaction between all those involved in the open space management process. The project will create and promote model agreements for partnerships and social enterprises and implement 8 urban regeneration projects. As an end result the project will develop an EU-level Agenda for place-keeping and mainstream best practice across the North Sea Region.

For more information please visit: <http://archive.northsearegion.eu/ivb/projects/details/&tid=82&back=yes>

01-Sep-08 / 30-Sep-12

Heriot-Watt University, School of the Built Environment, Riccarton, Edinburgh EH14 4AS

B: North West Europe

Green And Blue Futures

The social economy and the management of green infrastructure

Canal & River Trust

First Floor North, Station House, 500 Elder Gate, Milton Keynes MK9 1BB

3241288.01

1620644.00

<http://greenandbluefutures.eu>

Tourism

Institutional cooperation and cooperation networks

Social inclusion and equal opportunities

The Operational Programme for North West Europe recognises that the quality of places and environmental and **cultural assets** is important for creating strong and prosperous communities. Europe's green & blue infrastructure (nature sites, parks, open space, woodlands & waterways etc.) forms an important part of these assets, which is often managed by local authorities or other public agencies. With the current financial crisis however there is increasing pressure on public sector funds. Therefore new, more cost-effective models for resource management need to be developed. An opportunity for doing this is through increased involvement of the social economy in resource management via not-for-profit organisational structures. Such an approach can have the added benefits of achieving greater involvement of local stakeholders with the resource & delivering social outcomes, such as employment for disadvantaged groups. The aim of G&BF is to develop a strategic framework for doing this in an effective way that can be promoted throughout North West Europe with the aim of widening adoption of such approaches. Lessons learnt through the project will also feed into furthering European policy (particularly Europe 2020) and input to future delivery of the European structural funds. The project will also develop an approach for assessing the benefits of such schemes, by relating cost savings to the public sector (through the more efficient management of the infrastructure) to the wider benefits delivered to society (through, for example, increased employment amongst target beneficiary groups). Finally the project aims to develop opportunities for transnational labour mobility both for social entrepreneurs and for stakeholders and beneficiaries of schemes.

More information is available under: <http://greenandbluefutures.eu>

01-Jul-11 / 30-Sep-15

The Waterways Trust, New Port Downie, Lime Road, Falkirk FK1 4RS

Scottish Canals, Canal House, Applecross Street, Glasgow G4 9SP

B: Northern Periphery

CoastAdapt

The Sea as Our Neighbour: Sustainable Adaptation to Climate Change in Coastal Communities and Habitats on Europe's Northern Periphery 3.11

Western Isles Council

Stornoway HS1 2BW

1445230.00

780387.74

<http://www.northernperiphery.eu/en/home/>

Managing natural and man-made threats, risk management

Climate change and biodiversity

Coastal management and maritime issues

CoastAdapt is a project aimed to safeguard people living in North Atlantic coastal communities and help them adapt to the impacts of climate change. Five pilot study sites in Iceland, Norway, Ireland and Scotland have been identified to determine the issues experienced by local communities. Municipalities and citizens, working together with project partners, will develop and trial adaptation strategies designed to cope with the impacts of climate change.

01-Jan-09 / 31-Dec-11

University of Aberdeen, Institute for Coastal Science & Management (AICSM), Aberdeen AB24 3UF

Scottish Natural Heritage (SNH), Inverness IV3 8NW

UHI Millennium Institute, Environmental Research Institute (ERI), Thurso KW14 7JD

Western Isles Council, Stornoway HS1 2BW

NPNP: New Plants for Northern Periphery Market 4.4

Piteå Municipality, Department of Culture and Leisure

94185 Pite

Sweden

741675.00

425527.00

<http://www.northernperiphery.eu/en/projects/show/&tid=68>

Rural and peripheral development

Urban development

The aim of NPNP is to develop new business opportunities within the green sector and provide growth to the region by developing new hardy ornamental plants, origin from the region for public spaces and private gardens. The NPNP will facilitate the creation of greener and more varied public area and city centre in the northern periphery area. Local and regional gardeners, plant nurseries, retailers, municipalities and landscape architects within the horticulture sector have received and answered the questionnaire special constructed for this project. Result of questionnaire is presented on web. www.northernplants.net The result of the questionnaire is the guide for the final, common plant list. Also e-plants. Common plant list of what's possible to exchange is ready List of plants to present in all countries demonstration area is created and presented on web Designing of demonstration area is presented on web Decisions of what plants to Micro propagate is made Botanical gardens have started some propagation. Replanting and nursing the propagated plants have started Cuttings from plant cultivars is taken Exchange of plants have started Open days for public in Orkney 22 September, 2010 National seminars have been carried out in each country

More information see: <http://nppoutcomes.eu/>

01-Jul-09 / 30-Jun-12

Agronomy Institute, UHI Orkney College, Kirkwall

NPPHunt

Sustainable hunting tourism - business opportunity in the Northern Europe 1.2

University of Helsinki Ruralia Institute

Yliopistonkatu 4, 00100 Helsinki

Finland

1127151.00

645701.00

<http://www.northernperiphery.eu/en/home/>

Tourism

SME and entrepreneurship

Sustainable management of natural resources

The project will promote the development of sustainable hunting tourism that will diversify the economical activity of peripheral regions in Northern Europe based on the strengths of these areas, by developing the companies and operational environment related to the sector. The project will focus on practical development and networking activities based on exchange of transnational information and expertise on hunting tourism with the aims of reducing the obstacles for the entrepreneurship, enhancing the activities of SMEs and provoking discussion and raising awareness of the potential and challenges of hunting tourism based on the northern hunting cultures. As part of the process the project will create sustainable models for hunting tourism and tools for managing sustainability in different institutional settings, which will be combined to the material package and training materials and used in creating the criteria for sustainable hunting tourism.

For further information, please see <http://www.nord-hunt.org/en/page/seminars/>; <http://nppoutcomes.eu/>; http://www.north-hunt.org/en/page/training_material/; http://www.north-hunt.org/en/page/product_development/

01-Jan-08 / 31-Dec-10

Macaulay Institute, Aberdeen

University of Aberdeen

The THING Project - THING sites International Networking Group

Sogn og Fjordane County Administration

6863 Leikanger

Norway

989002.00

485378.00

<http://www.northernperiphery.eu/en/projects/show/&tid=72>

Tourism

Cultural heritage and arts

ICT and digital society

The THING project is based on the Thing sites that are the assembly sites spread across North West Europe as a result of the Viking diaspora and Norse settlements. The objective is to exchange knowledge, specify, develop and test new and improved services for sustainable management and business development at the Northern European Thing sites. The project results should also contribute to a future nomination process of a serial inscription on the UNESCO World Heritage List of the North Atlantic Thing sites. More information see: <http://nppoutcomes.eu/>, <http://www.thingproject.eu>, <http://www.thingsites.com/>, <http://www.geocaching.com>

01-Jul-09 / 30-Jun-12

Shetland Amenity Trust, Lerwick ZE1 0NY

Highland Council, Inverness IV3 5NX

Department of Archaeology, Orkney College, Kirkwall, KW15 1LX

2014-2020

B: Northern Periphery and Arctic

Cool Route: Cruising Oceans on Latitudes above 51° North

Cork Institute of Technology

Bishopstown, Cork

Ireland

1257129.91

765106.00

ERDF

<http://www.sailcoolroute.eu>

Rural and peripheral development

Tourism

The project investigates all aspects of the practical logistics and business potential to establish a bi-directional yacht cruising route along the offshore areas of the Northern Periphery Area, stretching from the South of Ireland, to the UK (Northern Ireland and Western Scotland) on onwards to Norway. As an eco-tourism product, exploiting the natural resources of the zone in a manner that is sustainable and environmentally viable; this new sea route will be marketed internationally and will have a common branding, booking and information system. The objective of the project is to produce a Business and Marketing Plan, together with a Commercialisation Plan and accompanied by a Logistical Study and Practical Guide for potential entrepreneurs in the NPA zone, for the establishment of small mooring, berthing and ancillary facilities-such as shower blocks and laundry facilities for cruising yachts in remote NPA coastal areas; providing new market opportunities in sectors such as Tourism and Catering, Craft Production, Food, Marine and General Engineering Services, for remote local communities, mainly during the months of mid-April to mid-October. These opportunities will importantly also promote economic activity and interaction between communities across the programme area.

Glasgow Caledonian University, Cowcaddens Road, Glasgow G4 0BA, www.caledonian.ac.uk

Blue Seas Marinas, East Hamilton Street, Greenock PA15 2UT, www.blueseasmarina.co.uk

REGINA

Regional Innovation in the Nordic Arctic and Scotland with a Special Focus on Regions with Large-Scale Projects

Nordregio

P.O. Box 1658

SE-111 86 Stockholm

Sweden

1999749.31

1220198.00

<http://www.reginaproject.eu>

Cultural heritage and arts

Rural and peripheral development

Sustainable management of natural resources

REGINA will develop an innovative, strategic model for protecting, promoting and developing **cultural and natural heritage**. This will be composed of a set of decision support tools tailored to the particular needs of municipalities and local communities in remote and sparsely populated regions whose economies are characterized by the emergence and/or dominance of a single large scale resource-based industry. Such strategies will aim to build upon the local configuration of territorial assets (environmental, capital, human, social etc.), in order to secure the most economically beneficial, socially inclusive and environmentally responsible future development.

01-Oct-15 / 30-Sep-18

North Highland College UHI, Ormlie Road, Thurso KW14 7EE, <http://www.northhighland.uhi.ac.uk>

Environmental Research Institute (ERI)

SAINT: Slow Adventure In Northern Territories

University of the Highlands and Islands

12b Ness Walk

Inverness IV3 5SQ

1701548.88

1054374.98

<http://www.saintproject.eu>

Rural and peripheral development

SME and entrepreneurship

Tourism

'Slow Adventures in Northern Territories' (SAINT) will work with SMEs to make them more aware of how to capitalise on the business opportunities in guided 'slow adventure' experiences, offering simple nature-based, immersive journeys, living and travelling in wild places, through marketing to new, distant customer markets. Northern Europe's wide-open, 'wild' spaces provide a great, saleable contrast with the target group's lives in urban centres around the world. The common challenge is for partners to work with SMEs to overcome issues of peripherality, with restricted local demand and difficult access to international markets.

13-Apr-15 / 12-Apr-18

WaterPro: Northern Runoffs into Profits

Savonia University of Applied Sciences Ltd

Microkatu C, P.O.Box 6, FI-70201 Kuopio

Finland

1992726.00

1192756.00

<http://www.interreg-npa.eu/projects/funded-projects/>

Managing natural and man-made threats, risk management

Rural and peripheral development

While the agriculture and mining extractive industries are important sectors for the economy of Northern Periphery and Arctic (NPA) areas, their activities cause significant risk to the vulnerable environment through water and land pollution. Nutrients in agricultural runoff are one of the major contributors to eutrophication and algae blooms. The overarching goal of WaterPro is to develop eco-efficient tools and models for SRM practices and environmental protection for the NPA sparsely populated region. This will be done through development of a Tool-Box of good management practices and communication platform for agriculture and mining extraction runoff management.

01-Jun-16 / 31-May-19

Heriot Watt University, Edinburgh EH14 4AS

Trans-National Funds

Creative Europe: Culture / Media

Culture

2007-2013

139435

Fishing Cultural Heritage Network

Co-organisier: Aquatera Ltd, UK

Valorise the European cultural fishing heritage by establishing a European Cultural Fishing Heritage Network; enhance the transnational exchange of professionals and citizens (including the participation of groups at risk of exclusion), multi-sectorial cooperation, exchange of information and the identification of synergies; allow the circulation of European best practice and the analysis of related legislation and funding support in every state participating. Organisation of 4 public seminars; 3 seminars of experts; 7 study and exchange visits; survey about fishing heritage in Europe.

507589

Archaeolandscapes Europe

Co-organisier: Royal Commission on the Ancient-Historical Monuments Scotland

The ultimate aim of the ArchaeoLandscapes network is the use throughout Europe of aerial survey and 'remote sensing' to promote understanding, conservation and public enjoyment of the shared landscape and archaeological heritage of the countries of the European Union. The project represents the culmination of a growing European cooperation from the mid-1990s onwards. Now federating 34 prestigious institutions in the field of archaeology and heritage protection (27 Coordinator/Co-organisiers and 7 Associated Partners) from 26 separate countries, it will bring that process to a sustainable and self-supporting future as the long-term legacy of this and earlier EU-assisted initiatives.

149434

A Taste Of Europe

Co-organisier: The Scottish Fisheries Museum Trust Ltd, UK

The Museum of Work focuses on work and everyday life in the industrial society. The goal is to investigate European food production and consumption from social culture, historical and contemporary perspectives. The activities will be to produce a public and accessible exhibition that stimulates debates and intercultural dialogue on urgent issues of food production and consumption and to develop cooperation, exchange experiences and establish contacts with other European museums.

2014-2020

2014 – first deadline

1.1 – Large Projects

551981

SYMBOLS - Culture of Death & Cultural Life: New audiences and creations around European Cemeteries

Fundación Municipal de Cultura del Ayuntamiento de Avilés, ES

198.085,57 €

55.00%

Dundee and Angus College, UK

Communauté De Communes Du Nebbiu, FR

Comune Di Genova, IT

Limerick Institute Of Technology, IE

Pogrebno Podjetje Maribor D.D., SI

2014 – 2nd deadline

1.1 – Large Projects

559679

Follow The Vikings

Shetland Amenity Trust, UK

€ 1,960,000.00

50.00%

Ab Bengtskär, FI

Concello De Catoira, ES

Dublinia Ltd., IE

Holbæk Museum, DK

Iceland Saga Trail Association, IS
 Karmøy Kommune, Oppvekst-Og Kulturretaten, NO
 Nationalmuseet, DK
 Stiftelsen Museum Nord, NO
 Stiftelsen Sør-Troms Museum, NO
 Upplands Väsby Kommun, SE
 Viking Route Vestfold Bison Telt International Ans, NO
 Waterford Treasures at the Granary Ltd, IE
 York Archaeological Trust for Excavation and Research, UK

2015

1.2.1 – Small Projects

570397

Reclaim the future - nomadic carnivals for change

Teatermaskinen ekonomisk förening, SE

200,000.00 €

51.01%

Rural Nations (Scotland) CIC, UK

Compagnie des Mers du Nord, FR

Savienojums, LV

Visões Úteis Associação, PT

570402

Advanced Limes Applications

Historic Environment Scotland, UK

199,000.00 €

59.91%

The Centre for Digital Documentation and Visualisation LLP, Glasgow, UK

Bayerisches Landesamt für Denkmalpflege, DE

Edufilm und medien GmbH, AT

Erasmus + / Lifelong Learning / Youth in Action

This section excludes **higher education** grants as these are just to Universities for student exchanges, and the info gives no indication what subjects the students may be studying.

2007-2013

Lifelong Learning

COMENIUS\Multilateral projects

539448-LLP-1-2013-1-DE-COMENIUS-CMP

Colonisation and Decolonisation in National History Cultures and Memory Politics in European Perspective

The project CoDec (Colonisation and Decolonisation in National History Cultures and Memory Politics in European Perspective) deals with several important research issues and approaches towards history cultures and memory politics in Europe:

- studying the reappraisal of the colonial past and processes of decolonisation in different European states in a comparative perspective and in cooperation with the European project partners
- studying the way of teaching the topic in the partner states in history education and the question of the impact and importance of colonial pasts on history cultures and memory politics today
- discussing in how far national memory cultures of colonialism and decolonisation can be implemented into a collective European frame, in the context of the idea that the colonial past is a connecting as well as a dividing moment in European history.

Phases and projects of de-centralisation in history education and widening historic views beyond national constraints enable students to become aware of cultural diversity and to recognise and estimate it accordingly. In the encounter with other times and historically different worlds there is the chance of looking at the own history with a new awareness and to respect the other as a legitimate variant. In general, a closer cooperation between science and didactics is highly important.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/bbf6d140-4666-4be3-91ef-7f0463986b2e>

PL,AT,CH,BE,DE,UK,EE

University of Siegen, Herrengarten, 3 57068, DE

<http://www.uni-siegen.de/phil/geschichte/lehrstuehle/dgng/>

Glasgow Caledonian University, Cowcaddens Road, G4 0BA, UK
 KU Leuven, Blijde-Inkomststraat 21 box 3307, 3000, BE
 University of Tartu, Ülikooli, 18 50090, EE
 Hafelekar Consultancy Schober Ltd., Bozner Platz, 5 6020, AT
 Społeczna Akademia Nauk, Gdańska, 121 90-519, PL
 University of Augsburg, Universitätsstraße, 2 86159, DE
 Pädagogische Hochschule FHNW, Küttigerstrasse, 21 5000, CH

503143-LLP-1-2009-1-NL-COMENIUS-CMP

Exploring European history and heritage:

Helping educators in secondary schools to teach about European history and heritage from multiple perspectives.

In this project we will develop, test and implement an online tool to learn about European history and heritage, tailor made for use in secondary education. The tool will consist of a freely accessible data-base with educational material that is searchable by theme, period and location and is presented in teaching units for one lesson. The material will be designed in such a way, that it is complementary to the history, heritage and geography education curricula and motivates a new generation to learn about Europe. Unique about the tool will be the option to make inter and intra state comparisons and see European history and heritage from multiple perspectives. This tool will make young people aware of the current impact of Europe on their personal lives. The European perspective helps us not only to look at our own past through the eyes of the "other", but also to understand differences in order to overcome divisions, and to transform history into a workshop of cross-cultural dialogue that examines multiple interpretations of the past instead of one "correct" version of history. The tool will be allow educators to access wealth of material, see the national history in its European context, make comparison and see parallels. The project will promote the use of ICT in secondary education and the creative and innovative use of maps, audiovisual material and interactive sources. The material will be accessible for everybody with an internet connection via the fast fiber connected play-out co-locations of Digital Film Center BV EU. The involvement of experts from Edinburgh University, Erasmus University and the Georg Eckert Institute will ensure the high quality of the educational material. The project results will be implemented in most European countries with help of several European wide umbrella organisations connecting more than 200 museum, teacher and heritage associations.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/e5083a94-d8c8-4e6d-9955-bfb8d88efc25>

NL,UK,DE

University of Edinburgh, St John's Street (Holyrood Campus), EH8 8AQ Edinburgh, UK
 Center for Historical Culture at the Erasmus University R'dam, Campus Woudestein, Burgemeester Oudlaan, 50 3062 PA Rotterdam, NL
 EUROCLIO - European Association of History Educators, Laan van Meerdervoort, 70, 2517 AN, The Hague, NL
 EUROGEO – European Network of Geography Teachers' Associations, Blackwood Avenue, 19 L25 4RN Liverpool, UK
 Europa Nostra – The pan-European Federation for Heritage, Lange Voorhout, 35 2514 EC The Hague, NL
 EUSTORY - History Network for Young Europeans, Kehrvieler, 12 D-20457 Hamburg, DE
 Georg Eckert Institute for International Textbook Research, Celler Strasse, 3 38114 Braunschweig, DE, Digital Film Center Europe BV, Tielsestraat, 64 6675 AG Valburg, NL
 NE-MO Network of European Museum Organisations, In der Halde, 1 14195 Berlin, DE
 Netherlands Institute for Heritage, Herengracht, 474 1017 CA Amsterdam, NL

133785-LLP-1-2007-1-NL-COMENIUS-CMP

Shared Practice in Teacher Education

The partners (teacher education institutions and schools that are hosts for student teachers) within this project find it important that student teachers will do a part of their teaching practice in other countries. We expect this will increase cultural awareness of students, improve their social and cultural competences and increase their knowledge about different pedagogies and educational methods. This is however rather complicated. Every country has its own regulations around teacher education and especially about doing teaching practice by student teachers. Also the required competence differ between (and sometimes even within) countries. Furthermore, teacher education institutions have different visions about teacher education. Different countries have all their own educational and cultural history, which is of influence on teacher education and on what happens in schools. We think these differences are, although they make the project rather complicated, interesting for student teachers and teacher education institutions and schools themselves. All can learn from these cultural and educational differences and can adopt good practices from different partners and countries. In this project teacher education institutions and schools that are experienced hosts for teacher students cooperate with each other. Teaching practice is not only something for teacher education institutions, but school should have a voice in how teacher education will be organized. In this project we want to develop four important products: 1) a list of competences that we require from student teachers completing teacher education master, 2) a pedagogical framework for supervision of student teachers who will do their practice in several countries (preferable each student will practice in their home country and two other countries), 3) a pedagogical framework for working with an electronic portfolio as a tool for supervision and assessment and 4) an online cultural background course, where student teachers will be prepared for their teaching practice abroad. The partners want to establish a joint master in teacher education from September 2010. The results of this project are necessary to learn about how to organize teaching practice for the student teachers within the joint master.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/1bf3408c-a11c-43beb7d-59fd8475b026>

NL,FI,HU,CZ,ES,EE,UK,DE

RIJKSUNIVERSITEIT GRONINGEN
 POBOX 800 GRONINGEN 9700 AV
 NL

<http://www.rug.nl>

THE UNIVERSITY OF EDINBURGH, UK
 AKADEMICKÉ GYMNAZIUM STEPANSKA, CZ
 DR NASSAU COLLEGE, NL
 EKF TRAINING SCHOOL, HU
 ESZTERHAZY KAROLY COLLEGE, HU

INSTITUT D'EDUCACIO SECUNDARIA SABADELL, ES
 JOENSUUN NORMAALIKOULU, FI
 JOENSUUN YLIOPISTO, FI
 MIINA HARMA GYMNASIUM, EE
 UNIVERSITAT AUTONOMA DE BARCELONA, ES
 UNIVERSITY OF HELSINKI, FI
 UNIVERSITY OF TARTU, EE
 UNIVERSITÄT REGENSBURG, DE
 UNIVERZITA KARLOVA V PRAZE, PEDAGOGICKA FAKULTA, CZ

COMENIUS, Partnerships (Decentralised)

EST-2008-1-FR1-COM06-00319

Euro-citizens of the future

Our partnership aims to encourage our pupils become euro-citizens responsible for their environment and we aim to address this through the theme of sustainable development. We all are nursery schools from 6 countries: France, Poland, Italy, UK Scotland, Sweden and Iceland, which are all so different with regards climates, landscapes, latitudes and natural heritage.

We feel committed to the priority of ensuring that all pupils have an awareness of the enormous issues we each have in our own countries, in Europe and indeed the world.

Our pupils will build their own "eco-code" step-by-step that will depict what is suitable and unsuitable for our planet hoping that this citizenship education will change their habits for the benefit of themselves as citizens of the future. Our pupils are the next generation and our problems will be even bigger problems in their future lives if we do not address this now.

In our project, ICT will feature greatly, as all partner schools are well equipped for optimum communication between their staff and children as well. As our pupils are young, we will routinely use webcams and photos or video.

We hope that such a European project will help our staff, pupils and families to be more tolerant towards differing nationalities and cultures, as well as children with differing educational needs.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/cfcec6c-c4b3-46a6-9b5b-9174469c3f3e>

FR,PL,IT,UK,SE,IS

Woodacre Nursery School, 30 Willowford Road, South Nitshill Glasgow, UK

Dir.Did. OPERA - Scuola Infanzia F.lli Cervi, Largo P. Nenni 6 Opera - MI, IT

ECOLE MATERNELLE DES CUMINES, 15 rue des Cumines, TROYES, FR

ECOLE MATERNELLE PAUL BERT, 5 rue Edouard Vaillant TROYES, FR

Europaenhetens förskola Ovanbygränd 20, Ovanbygränd 20 Spånga, SE

Leikskólinn Furugrund, Furugrund 1 Kopavogur, IS

Przedszkole Miejskie Nr 214, Batalionów Chłopskich 21 Łódź, PL

Our Tale Heros Are Meeting in Europe

8 project partner countries prepared a project on the theme of national tale heroes and ecology under the title of "Our Tale Heroes Are Meeting In Europe."

In the first session of the project, each partner country presented its own national tale with its tale hero to the other countries and so indirectly also presented its culture and traditions. So, everyone saw the differences and similarities among countries in terms of culture, tradition, etc. In the second session, each partner created a new tale, including national tale heroes of all participating countries, on the subject of environmental protection. We wrote a book in which all the tale heroes had to achieve some environmental heroic action. To do this, all the participating countries wrote a chapter which mentioned different aspects of protecting the environment. Some dealt with saving water, some of us mentioned the importance of saving energy, some emphasized reducing, reusing and recycling, some struggled against air pollution and etc.. So, we combined all the chapters in one book. Finally, we called that book "eco book".

We chose tales to be the starting point of our project because we believe that tales have the power to spread their message all over the world and can be a strong motivating factor for activities in real life. By implementing ecology in our tales we wanted to make children conscious about environment and we wanted to make them find solutions to the environmental problems as well.

Students had a chance of expressing their imagination and use their writing, art, drama, internet, foreign language, photographs, communication skills. And we believed that by being a part of this project, the participants would not just have a stronger sense of ecological awareness, but also would learn to value their own culture and respect other cultures.

We realized that we reached what we aimed generally and specifically in the end.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/1dbe1227-a554-49b5-8a37-338e4eb72da7>

TR,ES,SI,RO,UK,IT,PL,LT

Mid Calder Primary, Mid Calder Livingston, West Lothian, EH53 ORR Scotland, UK

2 Circolo Didattico "San Francesco d'Assisi", Via San Domenico Savio, 22 Santeramo in Colle - BARI, IT

COLEGIO ANDRES DE URDANETA, LAUROETA, 6 LOIU, ES

Osnovna sola Smarjeta, Šmarjeta 1 Šmarješke Toplice, SI

Piri Reis İlköğretim Okulu, Maraşal Fevzi Çakmak Cad., KOCAELİ, TR

Publiczna Szkoła Podstawowa nr 1 im. Emilii Plater, Plac Bohaterów Warszawy 1 Bogatynia, PL

Scoala Gimnaziala Nr. 24 Sfintii Arhangheli Mihail si Gavril, Str. Egalitatii nr 8 Galati, RO

ERASMUS, Academic Networks

142816-LLP-1-2008-1-IT-ERASMUS-ENW

CLIOH WORLD

The rationale behind the CLIOH-WORLD Erasmus Network is based on the findings of several previous projects. It forms an important new step in an overall strategy to increase the critical understanding -- on the part of European students and citizens in general -- of Europe's past, present and future and its role in the wider world. The underlying motive is to fight xenophobia at its base, encouraging an inclusive European citizenship by providing the necessary tools for learners of all ages.

The goals of the preceding European History Network projects (CLIOH, CLIOHnet and CLIOHnet2) have been to improve the understanding of national histories as they are studied, taught and learned in higher education institutions in Europe. Emphasis has been on putting into contact and creating links between national historical narratives, preparing tools and materials to structure history programmes to make learners aware of how national historical viewpoints have been created, and how and why they may contrast with the beliefs and understandings of neighbouring countries. CLIOH-WORLD.net intends to use its consolidated experience and methodology to deal with further challenges: first, to develop learning and teaching of EU history itself, including European integration and expansion, and, second, to promote knowledge of the links with the histories of other continents as well. This two-pronged strategy represents, in our view, a necessary development of the work already carried out.

The main products envisaged are plenary working meetings, meetings of smaller working groups, dissemination activities in all partner countries, development of links with European and World History associations in other continents, production and dissemination of Guidelines and Reference Points for Higher Education programmes in EU and World History, development and implementation of an EU History quality label based on Tuning-style competences and state of the art internal quality enhancement procedures, further development of the www.clloh.net website, production and dissemination of new materials for innovative history teaching and learning.

CLIOH-WORLD will be well placed to disseminate its results in Europe and in other continents, giving students and teachers everywhere useful agreed guidelines and tools for implementing them.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/bd8204f1-1abb-4693-a3b7-949d836f9650>

IT,AT,UK,TR,RO,NL,MT,IE,ES,EE,CZ,BG,BE,SK,SI,FI,SE

UNIVERSITA DI PISA

Lungarno Pacinotti, 43-44

PISA 56126

IT

<http://www.uipi.it>

UNIVERSITY OF ABERDEEN UK

UNIVERSITY OF EDINBURGH UK

UNIVERSITY OF STRATHCLYDE UK

PRIMROSE PUBLISHING, UK

COLAISTE NA HOLLSCOILE CORCAIGHNATIONAL UNIVERSITY OF IRELAND, CORK, IE

CUKUROVA UNIVERSITY, TR

KARADENIZ TEKNİK UNIVERSİTESİ TR

KARLOVA UNIVERZITA V PRAZE, CZ,

LINKOPINGS UNIVERSITET SE

L-UNIVERSITA TA' MALTA, MT

NOV BALGARSKI UNIVERSITET BG

OLLSCOIL NA HEIREANN, GAILLIMH, IE

PARIS-LODRON UNIVERSITÄT SALZBURG, AT

QUEEN'S UNIVERSITY BELFAST UK

RIJKSUNIVERSITEIT GRONINGEN, NL

SWANSEA UNIVERSITY, UK

TARTU ULIKOOL, EE

TURUN YLIOPISTO FI SE

UNIVERSIDAD AUTONOMA DE MADRID, ES

UNIVERSITA DEGLI STUDI DI MILANO, IT

UNIVERSITA DEGLI STUDI DI PADOVA, IT

UNIVERSITA DEGLI STUDI ROMA TRE-DIPSTOR, IT

UNIVERSITATEA "STEFAN CEL MARE" SUCEAVA, RO

UNIVERSITATEA BABES-BOLYAI, RO

UNIVERSITEIT GENT BE

UNIVERSITY OF SUSSEX UK

UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL UK

UNIVERZA V MARIBORU SI

UNIVERZITA MATEJA BELA, BANSKA BYSTRICA SLOVENSKO SK

177242-LLP-1-2010-1-IE-ERASMUS-ENWA

SHARE Academic Network

Through the SHARE Academic Network (STEP CHANGE HIGHER ARTS RESEARCH + EDUCATION), the European Higher Arts Education sector delivers a systematically coordinated STEP CHANGE in realising an EU-wide integrated enhancement of 3rd cycle creative education. The 3rd cycle in higher arts education is the essential education and research bed for the creative industries, a key fast growing sector in Europe. The EU wide systemic enhancement of the third cycle, generates the essential core human capital, cultural wealth, innovation and content development (across the visual

and performing arts, music media, and cultural heritage) that underpins creative economy growth. An authentic, innovative and creative knowledge society needs a new generation of skilled and entrepreneurial creative practitioners capable of tackling complex problems, providing creative leadership and original thinking by building upon deep competencies in their disciplines. PhDs, Graduate Schools and Research Centres for the arts have already emerged from the Bologna Process inclusion of the 3rd cycle and the emphasis on research. Increasingly, arts research underpins innovation in all spheres of life, providing a framework for key issues - sustainability, technology, cultural diversity/ social cohesion and change. Operating at the intersection of culture, education, research and innovation, SHARE creates a EU-wide ecosystem for enhancing the research base of creative industries; builds a flexible European collaborative infrastructure attuned to divergent regional needs; and enables competitive access to national and European Research Funding programmes. The SHARE coalition of 35 active partners, across Europe and Turkey, mobilises existing arts research networks: 1. graduate schools, research programmes and centres seeking world leadership in 3rd cycle arts education; 2. peer community of artist-researchers and supervisors originated in the Erasmus Network Artesnet; 3. network of art schools in the process of setting up 3rd cycle programmes and 4. European League of Institutes of the Arts -ELIA, connecting with all art schools in Europe and active in European forums in Culture, Education and Research.

<http://www.sharenetwork.eu/>

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/18a7118f-66d1-48bb-8b18-dfe8fb309fe4>

IE,EE,BE,BG,CZ,DK,DE,ES,FR,IT,CY,LV,LT,MT,NL,AT,PL,PT,RO,SI,SK,FI,SE,UK,TR,IS,NO,HU

DUBLIN INSTITUTE OF TECHNOLOGY, 143-149 Rathmines Road Lower, DUBLIN 6, IE

<http://www.gradcam.ie>

THE GLASGOW SCHOOL OF ART Renfrew Street 167 G3 6RQ GLASGOW UK

AKADEMIA SZTUK PIĘKNYCH W POZNANIU Aleje Marcinkowskiego 29 60-967 POZNAŃ PL

AKADEMIE DER BILDENDEN KÜNSTE WIEN AT

CAMBERWELL, CHELSEA AND WIMBLEDON COLLEGES UK

DEN DANSKE FILMSKOLE, Theodor Christensens Plads 1 1437 COPENHAGEN, DK

ÉCOLE SUPÉRIEURE D'ART ET DESIGN DE SAINT-ÉTIENNE, 3, rue Javelin Pagnon 42048 SAINT-ÉTIENNE CEDEX 1, FR

ÉCOLE SUPÉRIEURE DES BEAUX-ARTS DE NANTES METROPOLE, Place Dulcie Septembre 2 - BP 20119 44001 NANTES CEDEX 1, FR

ESTONIAN ACADEMY OF MUSIC AND THEATRE, Rävala pst 16 10143 TALLINN, EE

EUROPEAN LEAGUE OF INSTITUTES OF THE ARTS NL

EUROPEAN UNIVERSITY CYPRUS, Diogenes Street 6 - PO Box 22006 1516 ENGOMI, NICOSIA, CY

FACULDADE DE BELAS ARTES DA UNIVERSIDADE DE LISBOA PT

HACETTEPE UNIVERSITY TR Skipholt 1 105 REYKJAVÍK IS

HOGESCHOOL SINT-LUKAS BRUSSEL, Paleizenstraat 70 1030 BRUSSEL, BE

HOGESCHOOL VAN BEELDENDE KUNSTEN, MUZIEK EN DANS - DEN HAAG, PO Box 11670 2502 AR DEN HAAG, NL

IUAV UNIVERSITY OF VENICE, Dorsoduro 2203, ex Convento delle Terese 30123 VENEZIA, IT

KUNSTHOCHSCHULE FÜR MEDIEN KÖLN, Peter-Welter-Platz 2 40472 KÖLN, DE

KUVATAIDEAKATEMIA FI GÖTEBORG UNIVERSITY SE

LATVIJAS MĀKSLAS AKADĒMIJA, Kalpaka Boulv. 13 LV1867 RIGA, LV

NATIONAL ACADEMY FOR THEATRE AND FILM ARTS, Rakovski 108 A 1000 SOFIA, BG

NORWEGIAN FELLOWSHIP PROGRAMME FOR ARTISTIC RESEARCH Stroemgaten 15 N-5015 BERGEN NO

UNIVERSITA TA' MALTA, N/A MSD 2080 MSIDA, MT

UNIVERSITAT RAMON LLULL-FUNDACIÓ PRIVADA, Quatre Camins 2 08022 BARCELONA, ES

UNIVERSITATEA NATIONALA DE ARTE BUCURESTI RO

UNIVERSITY OF APPLIED ARTS VIENNA Oskar Kokoschka Platz 2 1010 VIENNA AT

UNIVERZA V LJUBLJANI, AKADEMIJA ZA LIKOVNO UMETNOST IN OBLIKOVANJE SI

UTRECHT SCHOOL OF THE ARTS, NL

VILNIAUS DAILES AKADEMIJA, Maironio 6 LT-01124 VILNIUS, LT

VYSOKÁ ŠKOLA VÝTVARNÝCH UMENÍ V BRATISLAVE Hviezdoslavovo nam. 18 81437 BRATISLAVA SK

VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ, Rybářská 125/13/15 603 00 BRNO, CZ

Zugligeti út 9-25 1121 BUDAPEST HU

ERASMUS, Development of Study Programmes

517956-LLP-1-2011-1-FR-ERASMUS-ECDSP

European Master in Landscape Architecture

Reason

Global ecological, social and functional transformations of human settlements and landscapes, call for enhanced integrative, trans-national, interdisciplinary, trans-sectoral and innovative approaches to formulate new sustainable solutions. The integrative nature of Landscape architecture (LA) places it at the forefront for holistically addressing major issues concerning the social and physical transformation of land, space and the environment. LA education, research and policy have reached a stage where further doctrinal development requires the injection of vision, resources and trans-national structural collaborators.

Objectives

EMiLA, the European Master in Landscape Architecture network, was founded

- to be a hub for students, academicians, researchers, stakeholders and EU & regional policy makers to develop new curricula and to allow know-how exchange about human settlements and cultural landscapes.
- to identify and develop key EU landscape topics not yet clearly addressed at schools, such as the impact of the new CAP on landscape.

Outputs

- The project will deliver a Bologna MA in European Landscape Architecture with a new upgraded and blended curriculum linking 5 leading EU schools and incorporating transnational interdisciplinary field design and teachings at the European level.
- An innovative pedagogic system increasing connections between universities, practices, stakeholders, European landscape policies and research.

- A new body of EU landscape policy knowledge: E-learning units, lectures, web and a transnational landscape e-library.
 - An innovative Summer school, with students, teachers & stakeholders
- Long term Impact
- Upgrading transferable LA curricula & pedagogy at the EU level.
 - Increasing student & academic mobility, international know-how in a global world & market.
 - Establishing an excellent identifiable worldwide network, at the forefront of applied LA education at the EU level to deliver a new generation of LA.
- 264832.0 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/586fff64-eb54-4ebb-8953-27b838b4f4db>
FR,DE,UK,NL,ES

EDINBURGH COLLEGE OF ART, LAURISTON PLACE, EH39DF EDINBURGH, UK
ACADEMIE VAN BOUWKUNST AMSTERDAM, WATERLOOPLEIN, 211 1011 PG AMSTERDAM, NL
ECOLE NATIONALE SUPERIEURE DE PAYSAGE, rue du Maréchal-Joffre, 10, 78000, VERSAILLES, FR, www.ecole-paysage.fr
ESCOLA TECNICA SUPERIOR D'ARQUITECTURA DE BARCELONA, AVENUE DIAGONAL, 649 08028 BARCELONA, ES
LEIBNIZ UNIVERSITÄT HANNOVER FAKULTÄT FÜR LANDSCHAFT, HERRENHÄUSER STRASSE, 30419 HANNOVER, DE

GRUNDTVIG, Networks

510799-LLP-1-2010-1-BE-GRUNDTVIG-GNW

DIALOGUE-Bridges between Research and Practice in LLL

How can the link between academic research on LLL and professional practice on teaching and learning in ULLL be strengthened and the exchange be organised in such a way that reciprocal benefits and mutual learning are likely to take place? How can the European policy debate on LLL in Universities and beyond to the wider expert community in adult education be stimulated? The key purpose of the DIALOGUE-Grundtvig network will be to bridge the gap between academic research on ULLL and the professional practice around adult teaching, learning and guidance within ULLL-provision. It will thus create a European Space for DIALOGUE between researchers, practitioners and policy makers active in the field. The reinforcement of this knowledge triangle will promote and enhance the development of teaching and learning and the promotion of high-quality ULLL. Through examining innovative approaches and good practices across the European Union and through the sharing of findings from research and development projects and practices, it will raise the profile of teaching, learning and research in adult education and lifelong learning in Europe. The project will therefore identify the kind of research in which European universities are engaged, the subject areas for the research, and the different methodologies and approaches which are utilised in adult education research. It will also look at ways in which European society can benefit from research in lifelong learning at local, national and international level.

EUR

<http://dialogue.eucen.eu/>

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/d1d62838-bad3-490c-98d1-6f43d7ce6753>

BE, PT, DE, FI, TR, SI, SK, RO, AT, IE, ES, FR, UK, EL, IS

European University of Continuing Education Network, UCL
 Avenue Emmanuel Mounier, BP5020, 50, 1200, Brussels
 BE

UNIVERSITY OF STRATHCLYDE, Graham Hills Building George Street 40 G1 1QE GLASGOW, UK
 Aristotle University of Thessaloniki - Research Committee - AUTH, GR
 Karl-Franzens-Universität Graz / University of Graz, Universitätsplatz, 3 8010 Graz, AT
 Katholieke Universiteit Leuven, Kapeldreef, 62 B-3001 Heverlee, BE
 Lucian Blaga University from Sibiu, Victoriei Bd., 10 550024 Sibiu, RO
 Middle East technical University, Orta Dogu Teknik Universitesi Egitim Fakultesi, EF316 06531 Ankara, TR
 National University of Ireland, Maynooth, Maynooth, 00000 Co. Kildare,, IE
 Universidad de Granada, Avda. Constitución, 18 18071 Granada, ES
 Universidade do Porto, Praça Gomes Teixeira, 4099-002 Porto, PT
 Université de Versailles Saint-Quentin en Yvelines, Avenue de Paris, 55 78000 Versailles, FR
 University of Bielefeld - Faculty of Educational Science, Universitätsstraße, 25 33615 Bielefeld, DE
 University of Eastern Finland, P.O.Box 111, FI-80101 Joensuu, FI
 University of Potsdam, Am Neuen Palais, 10144 14469 Potsdam, DE
 University of Primorska Faculty of Management Koper, Titov trg, 4 SI-6000 Koper - Capodistria, SI
 University of Žilina, Univerzitná, 1 01026 Žilina, SK

GRUNDTVIG, Partnerships (Decentralised)

EST-2012-1-GB2-GRU06-08439

Beauty of Textile Handcrafts

The Beauty of Textile Handcrafts (BOTH) project is a partnership of three rural based organisations in Iceland, Slovakia and Scotland. The partners already work in the areas of cultural heritage, traditional skills and crafts, particularly textiles. They share common goals, focused on rural communities, rural activities and economies. In our regions younger people are leaving to find better job opportunities and not returning after higher education. Older people often don't value the skills they have therefore it is important to work with them and empower them with confidence to participate in the lifelong learning process for further education and skills.

The BOTH project gave over 36 participants the opportunity to go to other European countries to gain knowledge, learn new skills and share existing skills and experience in textile handcrafts. BOTH aimed to encourage social integration and, through mobility, a wider appreciation of other European cultures. Each partner hosted a workshop of 1 week's duration. The working language of the project was English.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/56c64264-aeb5-4f18-86ee-24f6da512a50>
SK,IS,UK

The Firm of ARCH, Olney Bank, The Ross, Perthshire, UK
Občianske združenie Nový domov, Abbreviation – OZ Nový domov, Konstantinova 20, SK
Ullarvinnslan Thingborg, Þingborg, Floahreppur, IS

EST-2009-1-ES1-GRU06-09698

I.P.: Intercultural Patchwork

IP: Intercultural Patchwork: Open your mind and look at other countries, localities nearby and far away (Spain, Cyprus, Portugal, Czech Republic, Italy, Scotland, Turkey). You will see that we have similarities but also differences. Differences, far from being an obstacle, enrich us and contribute to our personal and social growing. This intercultural project was a great opportunity for adult learners and staff to communicate, exchange and celebrate diversity via internet (e-mail correspondence, chat, blogs, ooVoo and videoconference) which, at the same time, improved their ICT skills. This approach between different lands with their own local cultures and heritage helped us to build up the common European patchwork, which is available for everybody in the web of the project. Our final product, an interactive multimedia DVD is a step forward in this knowledge and spreading of local cultures and heritage as it has been disseminated to increase our awareness on European dimension. Working hand to hand with different nationalities has been a great way of developing language knowledge, vocabulary and everyday English. Adult learners and staff has got new "know hows", taken up motivating innovative approaches and used this experience to improve their job prospects, so important in a time of global economical problems. All this will contribute to their lifelong learning from a practical, active and creative point of view.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/d4363bdf-a008-4adc-b7c1-254b3644e248>
ES,PL,UK,CZ,IT,PT,TR

Falkirk Council, The Falkirk Stadium, Westfield Falkirk, UK
Arte-Via Cooperativa Artística e Editorial, CRL, Meiral - Casa Amarela Lousã, PT
Darica Halk Eğitim Merkezi-Darica Public Training Centre, Kazim Karabekir Mahallesi, 154 Kocaeli, TR
EOI Ferrol, Rúa Real, 29, Ferrol, ES
IC di Castel S. Pietro Terme, Via XVII Aprile, N.1 Castel S. Pietro Terme - BO, IT
Nyski Dom Kultury w Nysie, ul. Wałowa 7 Nysa, PL
Secondary School of Agriculture, Dolní Trosnovec, 17 Lanskroun, CZ

LEONARDO DA VINCI, Multilateral projects on Innovation

133936-LLP-2007-UK-LEONARDO-LMP

WINE: Marketing European wine: training for micro producers

The European wine industry, the oldest in the world and a distinctive part of our heritage, faces increasing challenges from newer wine-producing parts of the world even though it still produces the majority of the wine made in the world. One of its problems is marketing, particularly for small wineproducers making good quality wine but without training in ways of publicising it and therefore selling as much as is desired. Our core objectives, therefore, are to assist such producers by giving them training in marketing that is tailored to the needs expressed by a sample of micro-wine producers in less well-known or upcoming wine areas in Italy, France, Germany, the Czech Republic, Slovenia, Spain and Romania; to disseminate the results as widely as possible; and to exploit them such that they continue to be used in years to come.

The outputs will consist of:

1. a multilingual web site, containing the following materials: a questionnaire to be used as the basis of analysing marketing needs; an analysis of marketing needs based on a survey of micro-producers of wine; examples of good practice in marketing wine from England, Austria and Northern Italy, as well as other parts of Europe and our New World Competitors; a set of marketing tools, dealing with all relevant aspects of marketing and including both innovative and traditional ideas, focused on the needs of our selected areas but transferable to producers in other parts of Europe, and written so that they can be used by producers themselves; and guidelines for giving training in the use of the marketing tools for those producers who require such assistance.

2. Printed versions of the marketing tools in all the project languages.

We envisage that there will be an immediate impact on the skills of small entrepreneurs in the areas where the marketing tools are tested and in the long term that our product will remain a valuable resource for the European wine industry.

www.gla.ac.uk/wine, www.akszes.cz
<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a24acec6-6ca8-4356-bdec-90eb7fcaa35e>
UK

THE UNIVERSITY OF GLASGOW
Eldon Street - St Andrew's Building, no. 11 UK- G3 6NH GLASGOW
UK
<http://www.gla.ac.uk>

2011-1-ES1-LEO05-35905

HENGE

The HENGE Project proposes to contribute to rural entrepreneurship education by geographically exporting innovative training solutions to encourage youth, women and older people across Europe who live in rural areas to evaluate and best exploit the potential of their built cultural and natural heritage for alternative enterprise and agritourism, whilst ensuring sustainability of these resources. The existing training solutions will undergo development work in order for them to be adapted to the new geographically identified markets. The project will improve the skills development of adults in the labour market, specifically targeting residents in rural areas who may have few or no formal qualifications and face socio-economic disadvantage.

Partnership: The partnership brings together a diverse range of organisations across Europe all with a common interest in resource evaluation and rural entrepreneurship. Countries represented include ES, RO, UK, BU, TR, LT.

Impact: The partners wish to ensure that HENGE is mainstreamed and usage is multiplied at national level in each of the partner countries beyond the lifespan of the project.

<http://www.henge-rural.eu>
ES,UK,BG,RO,LT,OTH

1

LAWTON SCHOOLS L.
Plaza San Miguel,4, 33202, GIJON
ES
<http://www.lawtonschool.com>

Castlerereagh Enterprises Ltd, Dundonald Enterprise Park, Carrowreagh Road, Dundonald, UK
SRUC -Scotland's Rural College: Oatridge College, Ecclesmachan, West Lothian, Broxburn, UK
Assist Net EOOD, 19 Tzar Assen St., Sofia, BG
Chamber Of Commerce And Industry Bistrita Nassaud, Str. P. Ispirescu, nr. 15A, Bistrita, RO
Alytaus kolegija, Merkines str. 2B, Alytus, LT
Tarsus Ticaret ve Sanayi Odasi, Sehitkerim mah. 3402 sok. Eski Bugday Pazari Tarsus/Mersin/Turkey, Tarsus/Mersin, OTH
Ayayuntamiento de carreno, C/ santolaya, 1 Y 3 - 33403 - Candás, Candas, ES

Youth in Action

Youth for Europe, Youth Initiatives

YOUTHLINK-GB-12-56-2011-R2

The Dirty Weekenders (Edinburgh University Conservation Volunteers) - 20/20 Vision

In 2011, The Dirty Weekenders (Edinburgh University Conservation Volunteers) celebrates twenty years since its inception. Throughout this time the organisation has been entirely run and managed by student volunteers. As well as impressive practical conservation outcomes - 4000 person/hours of action per year - the organisation has provided a platform for informal learning in areas such as project, volunteer, organisational and environmental management.

The current Dirty Weekender core team of 20 would like to mark our anniversary - which coincides with the European Year of Volunteering 2011 - as an opportunity to build on the extensive experience, expertise and success of the organisation by promoting the establishment of similar volunteer projects and organisations based in education institutions throughout Scotland.

This project, taking place over a period of three months (including preparation and evaluation), will centre on a weekend mass-volunteering event in September and will aim to see 150 people volunteering together in one of Scotland's protected areas, attracting groups and representatives from across the country and beyond. The event - as accessible as possible - will make use of the Dirty Weekenders' rich experience and powerful history, by demonstrating and showcasing the way we have continued to develop, with the aim of inspiring and demonstrating the potential for others. It is envisaged that the event will act as a catalyst for a supportive network of similar youth and student volunteer initiatives.

4908.52 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/784939ea-a06b-42b1-b246-725fd11d98db>
UK

The Dirty Weekenders

60 Pleasance, EH8 9TJ, Edinburgh
UK
<http://dirty.eusa.ed.ac.uk>

Youth Support Systems, Training & networking of those active in youth work & organisations

515796-4.3-DE--2011-R1

Action for Youth in Parks

This project involves environmental organisations and front line staff working directly with youth, in a Partnership-Building activity.

The theme of the project is the exchange of best practices and views between Rangers to improve the quality of Youth Environmental Education and to develop new common projects in nature protected areas.

The project is seeking to improve quality standard in the delivery of youth environmental education across Europe and, through a better coordination of European Rangers, to enhance opportunities for young people to participate in Junior Ranger activities and new youth environmental education programmes in protected areas.

The main activity will be a four day participatory workshop which will take place in the Avnoe Naturcenter, an environmental education centre in Denmark. 27 participants will attend the workshop: representatives from National Ranger association, individual Rangers, Nature Interpreters. EUROPARC, the International Ranger Federation, Scottish Countryside Rangers Association and Romanian Ranger Association will have a sending role while the Danish Ranger Association will be the hosting organisation.

The workshop will examine Rangers' training needs, enable the sharing of experiences and best practice of youth education, look at how to develop common guidelines for youth environmental programmes, deliver better focused training for Rangers and promote new projects for youth in parks. Participants will come from: France, Finland, Netherlands, Norway, Denmark, Germany, Czech Republic, Belgium, Italy, Portugal, UK, Hungary, Romania, Austria, Sweden, Poland, Spain, Slovak Republic.

The project will seek to produce an agreed course of action, identify new project opportunities and a road map for future training of rangers in youth education. A final report showing the analysis of what is needed to improve the quality of youth environmental education, will be produced and distributed to the network of European protected areas.

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/7a21252a-154e-47b7-a3d2-a0ac0d91c576>
DE,DK,RO,UK

Föderation der Natur- und Nationalparke Europas e.V.
Waffnergasse, 6, 93047, Regensburg
DE
www.europarc.org

Scottish Countryside Rangers Association, UK

Danish Ranger Association, DK
International Ranger Federation Trust, UK
Romanian Ranger Association, RO

YOUTHLINK-HU-43-49-2010-R5
HU-43-039-2010-R5

Passion for the Earth

Type of activity: Training Course
Venue: Pecs - Győr-Arany János, Hungary
Dates: 9th - 17th April, 2011, Hungary
Days: 7 + 2 travel days
Number of participants: 23

About the programme:

The course creates space and support for participants who will learn and share methods and strategies for setting up non-formal educational activities for young people both in the field of outdoor environmental education and education for sustainability, get to know good practices through workshops and field trips and exchange.

Aims: The programme aims to build the capacity of European youth workers and peer educators to establish deep, meaningful and successful environmental education activities for young people within the youth in action programme.

Objectives:

The course aims to support the participants through a learning process where they:

- Learn and exchange, discover, understand and re-establish their values, motivation and passion for environmental youth work
- Share experience, methods and good practices through workshops and field trips in the field of outdoor environmental education and education for sustainability
- Develop projects and partnerships for future environmental youth projects

Methodology:

- Group work based on Joanna Macy's "Work That Reconnects"
- Methodology workshops: outdoor environmental education and education for sustainability
- Exchange good practices from each other and through field trips
- Personal reflection and coaching
- Film screening and evening discussions
- Theoretical inputs: environmental youth work, current ecological challenges
- Optional morning yoga sessions
- Learning and sharing in a group
- Group contribution

Target groups:

- Youth workers
- Professionals working in environmental education planning to work with young people,
- Young people who would like to establish environmental programmes ("peer educators")

Other programme elements:

We will take part in film screenings, evening discussions, and experts' theoretical inputs, enjoy a natural, chemical free environment and good-quality vegetarian food, time for personal reflection and an optional joint morning yoga sessions.

13999.6 EUR

<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/4dccfa81-3706-430c-a96b-acdc9f2004b1>

HU,FR,LT,IT,UK,DE,LV,BG,AT

PA@csi SzAn-TA@r EgyesALlet
Szent IstvA?n tA@r 17., 7624, PA@cs
HU
www.muralmoral.hu

Findhorn Foundation Collage, UK

A%o!etmA»vA@sz IfjAssA?gi EgyesALlet, HU
AVRIL - Association pour la Valorisation des RiviA"res et les Initiatives Locales, FR
Environmental club "Zvejone", LT
EUfemia, IT
HA¶llbachhof foundation -Center for research and education, DE
Humana People to People in Latvia, LV
MesszelA?tAl EgyesALlet (MesszelA?tAl Association), HU
Outward Bound, DE
Sport Club Economist, BG
Szatyor Egyesulet, HU
Welthaus der DiA¶lzese Innsbruck, AT
ZA¶ld Fialok PA@cs, HU

YOUTHLINK-SI-43-4-2010-R2
SI-43-04-2010-R2

Srecati, doživeti in raziskovati naravo v izobraževanju. Narava kot most med neformalnim in ...

The project involves the planning and delivery of a European seminar for practitioners and academics working in the fields of youth, connecting nature and outdoor education with formal and non-formal education. The seminar aims to consider a diverse range of current European approaches to the understanding of young people's interaction with outdoor education and encourages cross cultural dialogue and critical reflection on current practice. The seminar will examine different ways and purposes of approaching and using nature in outdoor education. The theme is based on the generally accepted educational philosophy of outdoor pedagogies that a stay in natural landscapes and confrontation with and exploration of natural phenomena can provide a positive stimulus to the formal and non-formal educational processes of individuals. During the seminar there will be series of lectures and workshops focusing on the main theme Encountering, Experiencing and Exploring Nature in Education. Nature as bridge between formal and non-formal education. It will involve a number of keynote speakers from England, Norway and Slovenia and other countries providing an overview of policy and practice. The seminar will also try to build up networks of practical cooperation and knowledge transfer. The intention is to disseminate the proceedings as a working document to guide future practice. The seminar will be delivered during 22th and 25th September 2010 in CSOD centre in Planica, Slovenia. Participants will come from 12 European countries.

18701.57 EUR
<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/b23a61cb-69b8-491a-b95d-7477600b999c>
SI,IS,FR,UK,PL,DK,FI,IE,DE,CZ,NO,SE

CENTER ŠOLSKIH IN OBŠOLSKIH DEJAVNOSTI dom Gorenje
Frankopanska 9, 1000, Ljubljana
SI
www.csod.si

University of Edinburgh, UK,

University of Edinburgh-Moray House School of Education UK

Askurun ehf (The challenge) Training & Outdoor Educators, IS
ASSOCIATION APPRENDRE PAR L'EXPERIENCE, FR
Buckinghamshire New University, UK
Centrum Edukacji Nieformalnej "FRAJDA" (Non-Formal Education Centre "FRAJDA"), PL
DGI Karpenhoej, DK
Eila Jeronen - University of Oulu, Faculty of Education, FI
GMIT - Department of Outdoor Education, IE
Grundschule Wohra (Primary-School), DE
Lipka - school organisation for environmental education (Lipka-školske zarizeni pro environmentalni vzdelavani), CZ
Lommedalen Skole, NO
Low Bank Ground Outdoor Education Centre, UK
Macmillan Academy, UK
Marie Aldener, Resaro school, SE
Norwegian School of Sport Sciences, NO
Outdoor and experiential learning research network, UK
Pedagoška fakulteta v Ljubljani, SI
POSEKA ry, FI
Sdruzeni Duvera prekonava hranice, CZ
Stockholm University, Department of Education in Arts and Professions, SE
Sunderland City Council Derwent Hill Outdoor Education & Training Centre, UK
Telemark University College, Faculty of Art, Folk Culture and Teacher Education, NO
The Ashley School, UK
Trinity University College, UK

Venture Trust UK
 Vestfold University College NO
 Villmarksskolen NO
 VZGOJNO - IZOBRAŽEVALNI ZAVOD VIŠNJA GORA SI
 Youth Centre Metsarkartano FI
 Zavod RS za šolstvo OE Kranj SI
 ZVEZA SONCEK - Zveza društev za cerebralno paralizo Slovenije SI

2014-2020

Erasmus Plus

Key Action 1

Adult education staff mobility

2014

Nature Exchange Two -managing our natural and cultural assets

263,495.00

UK,SK,IS,RO,PL,CY,SI,NO,FI,BG,LV

The Firm of ARCH, UK

Woodland Trust; Loch Lomond & The Trossachs National Park Authority; Cairngorms National Park Authority; Caithness Horizons; Institute of Chartered Foresters; John Muir Trust; Royal Society For The Protection Of Birds; Scottish Natural Heritage; Scottish Wildlife Trust; SRUC; The Forestry Commissioners; The National Trust for Scotland

For the last 14 years ARCH has used LLP funding to deliver comprehensive programmes in natural and cultural heritage management. ARCH programmes have seen over 1,000 learners from a wide range of government and non-governmental organisations within Scotland visit a variety of countries within Europe to learn about the different ways in which new skills and competencies in nature conservation and cultural heritage interpretation can be delivered.

Nature Exchange Two (NET) aims to provide adult learner participants with a focused, ready-made opportunity to take time out from their everyday work to learn about how conservation, education and interpretation work is undertaken elsewhere in Europe and give them an opportunity to consider new ways of working.

NET will collaborate with partners throughout Europe from Iceland and Norway in the north to Cyprus and Bulgaria in the south. The aim is to develop knowledge exchange trips (typically of 8-10 days) that focus on the management of our natural and cultural heritage. NET is developed around the priority areas of work within natural and cultural heritage, conservation interpretation and education in Scotland today. Each training visit will be associated with a broad theme, which will provide a focus for activities through the week. Emphasis will be placed on exchange of knowledge, ideas, issues and solutions between the participants and hosts. Informal talks by participants on their work in Scotland and challenges they face, as well as talks from the hosts, encouraging focused discussion on how both participants and hosts can benefit from each other's knowledge and experiences and how they can build this into ongoing adult education courses.

As in previous years, we will work with our partners to develop adult education training placements, which focus on new skills and knowledge and have the capacity for the exchange of best practice that fits with participants needs. For example in Germany the programme will focus on the wildcat and on preserving and managing its habitat, In Iceland the focus will be interpretive techniques for understanding and conserving the cultural landscape, including the traditional skills of turf building. In Finland and Slovakia the programme theme is forest schools and environmental education. In Norway the themes are large mammal management, fishery management, predator control and balancing hunting and conservation interests.

Our partners all share our aim of providing high quality and innovative vocational training. Receiving partners have been chosen because they are recognised by the UK consortium as being able to provide examples of best practice in the key areas identified as most important for our Scottish practitioners to learn. What they offer has the potential to be built into adult education, both formal and informal.

NET participants will be drawn from the 14 member organisations in the ARCH mobility consortium which includes Scottish Natural Heritage, RSPB, National Trust for Scotland, Forestry Commission Scotland and John Muir Trust all of whom have a remit to manage and protect Scotland's natural and cultural heritage through conservation, interpretation and education. The ARCH consortium will positively encourage those from the more remote areas of Scotland to participate in NET through a publicity and dissemination campaign. Our natural and cultural heritage plays a "key part in promoting a Scottish identity internationally and is a topic appropriate for developing European inter-regional co-operation". Establishing links and alliances with international organisations and regions and countries are long term strategies where effort needs to be prioritised." NET addresses this priority.

Pieaugušo izglītības speciālistu mācību mobilitātes "Ilgtspējīgai Latvijai - gudru izaugsmi!"

12,404.00

LV,DE,UK,IE,DK,RO

Biedrība Smiltenei un Latvijai, LV

Findhorn Foundation College

Sustainable development is needed in order to overcome the economic crisis and to preserve the environment in Latvian countryside, villages and cities. It is of the utmost importance to enable the transfer of specific knowledge and the best praxis in Latvian countryside regions, where many low-income residents are living because of the emigration of economically more active residents. They often produce food for the needs of their household, but potentially they could improve their social, ecological and economical state. In order to improve the situation, a joint action is needed from different target groups of the society.. Therefore the project has brought together 5 non-governmental organizations that work in the same direction, but with slightly different emphasis, thus reaching different groups of the society.

The project addresses 3 important dimensions for adult education in sustainable development, that are represented by the non-governmental organizations of consortium. First, citizens have to acquire good examples of environmentally friendly, socially beneficial and economically reasonable and affordable living, management and food production, that is offered by "Latvian Permaculture Association" and "homo ecos:". Second, these incentives should not stay in hands of few individuals, but they should be integrated in wider local development strategies and visions for transition, as it is done by "Smiltenei un Latvijai" and "Ikskile Transition Initiative". Third, this type of knowledge can be used as a basis for creation of new ecological communities and development of existing projects, so that they serve as living examples for ensuring sustainable development. This process is supported by "Latvijas Ekokopienu un Iniciativu apvieniba".

The project includes acquiring of important knowledge and skills through courses offered by foreign partners with great practical experience, adaptation and implementation of this knowledge and skills in Latvian context as well as sharing the information with wider society. As a part of the project, highly motivated consortium members with sufficient experience in organizing adult education activities will be selected. One of the selection criteria will be the willingness to organize educational projects within the consortium (adaptation of the international Ecovillage Design Education curriculum, for example).

It is expected that the 22 mobilities of this project will ensure the establishing of needed international cooperation as well as acquiring of professional knowledge, skills and experience for consortium. As a result the consortium will be able to operate efficiently and successfully ensuring a high quality adult education in fields of sustainable development and lifestyle after the finishing of this project.

2015

SINERGIJA NOVIH ZNANJ

5,956.00

SI,UK

Rokodelski center Ribnica, SI

Craft Town Scotland Limited

The "New Knowledge Synergy" project is a mobility project with the goal to gain new knowledge and experience in order to overhaul and modernize educational programmes at the Ribnica Handicraft Centre. Both project partners are organisations which are active in the field of preserving local handicrafts and providing education to adults with the aim to conserve traditional know-how and improve the quality of handicraft products. The project is participated in by four Handicraft Centre employees. Two of them manage the wickerwork and pottery schools and would like to get to know the teaching methods and tools of the Scottish partner. After completing the trip, they will use suitable methods in new study materials and didactic techniques. The remaining two participants manage accompanying educational activities and require new knowledge and experience to implement new approaches (inclusion of industrial design and development within the local community). The mobility activity will take place in Scotland. The host partner will provide all four participants with suitable mentors/co-workers, which they will accompany during the four-day mobility project.

The project will employ project management methodology. The applicant and the host employ coordinators (contact persons), who are in charge of carrying out project activities and coordination between the partners. The applicant's representative (person responsible) is responsible for the complete project execution.

The expected outcomes are: new teaching methods and tools in the wickerwork and pottery programmes, updated study materials for the two programmes, new knowledge and experience for the participants and their mentors, completed mobility for four participants, four Europass Mobility documents and new international ties.

The effects of the project will be visible on various levels. The participants will improve the quality of their work, attain new knowledge and experience, both partners will take steps towards internationalisation, the satisfaction of the target group (handicraft programme users) will be increased. The long-term effects on the target group will be: increased professional competencies, improved quality of their products and higher sales. On the local level, the additional knowledge will lead to creating more innovative and higher quality products, boosting sales and greater popularity of handicrafts. On a regional level, the project will contribute to maintaining a characteristic of the region (Ribnica handicrafts) and increase the influence of the Handicraft Centre on neighbouring regions. On the national level, the modernised handicraft programmes of the Ribnica Handicraft Centre will expand the variety of educational programmes for adults in an area that is not covered by anybody else in Slovenia.

2016

Nature Exchange Three - Managing our Natural and Cultural Assets

219,720.00

UK,NO,BG,LV,SK,IS,PL,FI,CY,RO,EE,SI

The Firm of ARCH, UK

Nature Exchange Three - Managing our Natural and Cultural Assets. (NET) Adult Education Staff. For the last 15 years ARCH has used LLP funding to deliver comprehensive programmes in natural and cultural heritage management. ARCH programmes have seen over 1,000 learners from a wide range of government and non-governmental organisations within Scotland visit 12 countries within Europe to learn about the different ways in which new skills and competencies in nature conservation and cultural heritage interpretation can be delivered. ARCH works in co-operation with a

consortium of 16 members representing a comprehensive range of natural and cultural heritage management organisations, government bodies, national parks and colleges. Nature Exchange Three aims to provide 96 adult learner participants with a focused, ready-made opportunity to take time out from their every-day work to learn about how conservation, education and interpretation work is undertaken elsewhere in Europe and give them an opportunity to consider new ways of working. NET will collaborate with partners throughout Europe from Iceland and Norway in the north to Cyprus and Bulgaria in the south. The aim is to develop Adult Education opportunities for staff through a series of structured courses, typically of 6 days duration with 2 days set aside for travel. These courses focus on the management of our natural and cultural heritage. NET is developed around the priority areas of work within natural and cultural heritage, conservation interpretation and education in Scotland today. Each training visit will be associated with a broad theme, which will provide a focus for activities through the week. Emphasis will be placed on exchange of knowledge, ideas, issues and solutions between the participants and hosts. Informal talks by participants on their work in Scotland and challenges they face, as well as talks from the hosts, encouraging focused discussion on how both participants and hosts can benefit from each other's knowledge and experiences and how they can build this into ongoing adult education courses. As in previous years, we will work with our partners to develop adult education for staff training placements, which focus on new skills and knowledge and have the capacity for the exchange of best practice that fits with participants needs. For example in Iceland the focus will be interpretive techniques for understanding and conserving the cultural landscape, including the traditional skills of turf building. In Finland and Slovakia the programme theme is forest schools and environmental education. In Western Norway the themes are large mammal management, fishery management, predator control and balancing hunting and conservation interests. In Eastern Norway the focus is the management of montane scrub habitat. Our partners all share our aim of providing high quality and innovative vocational training. Receiving partners have been chosen because they are recognised by the UK consortium as being able to provide examples of best practice in the key areas identified as most important for our Scottish practitioners to learn. What they offer has the potential to be built into adult education, both formal and informal. NET participants will be drawn from the 16 member organisations in the ARCH mobility consortium which includes Scottish Natural Heritage, RSPB, National Trust for Scotland, Forestry Commission Scotland, John Muir Trust, Plantlife Scotland, Trees for Life, Historic Environment Scotland, Loch Lomond and Trossachs National Park, Cairngorms National Park, Scottish Wildlife Trust, The Woodland Trust, Caithness Horizons, Earth building UK and Ireland, and Scotland's Rural College. All of whom have a remit to manage and protect Scotland's natural and cultural heritage through conservation, interpretation and education. The ARCH consortium will positively encourage those from the more remote areas of Scotland to participate in NET through a publicity and dissemination campaign. Our natural and cultural heritage plays a key part in promoting a Scottish identity internationally and is a priority for developing European inter-regional co-operation. "Establishing links and alliances with international organisations and regions and countries are long term strategies where effort needs to be prioritised." NET addresses this priority.

School education staff mobility

2014

Améliorer les compétences en anglais des enseignants

8,775.00

FR,UK

Lycee Fernand Daguin, FR

Randolph School of English

Fernand Daguin High School caters for 1500 pupils and 126 teachers, is located in the largest city of the Bordeaux suburban area.

As a general and technological school, it provides a wide range of academic options for the French final exam or "BACCALAUREAT" either in general knowledge (Economy and Social Science, Literature and Languages, Sciences) or in technological subjects (Communication and Human Resources Management, Marketing, Accountancy and Corporate Finance and Information System Management). The school also hosts full-time students in 2 year post graduate courses (Accountancy and Corporate Management, Real Estate or Solicitor) or part time training/company (in Logistics and Transports or Real Estate).

The school is also valued for its international focus with a European Section in English, another branch will soon open in Spanish and German. Students can also learn Italian.

It provides training in arts, art history, artistic creation and heritage. It includes 2 video and cinema clubs, a drama club and the students are regularly involved in cultural events.

But this school is conscious that it is necessary to set on the way to Europe, and allows our students to take part of the European partnership.

This mobility project is dedicated to 3 teachers, 2 real estate teachers who need to assess their students in communication in English.

With a change in the exam of Estate agents at Higher school in 2013, 2 teachers from this department must teach technical lessons with the teacher of English and assess the exam E4 from the BTS. "Communicate in French and foreign language" with the teacher of English and the students. These 2 teachers have a A1 basic level which is not good enough to ensure such an assessment.

In the meantime we would to create a European department in the school and a teacher of History and Geography with a A1 basic level in English will join the European team and must improve her linguistic skills to take the leadership of the project coordinator Erasmus+ in English.

From September to February, we plan to prepare the training period with 2h per week, which means 1h with an online preparation on the web site of the agency and 1h conversation with an foreign language assistant.

The expected impact is to get 2 skilled teachers for this assessment in vocational communication and for the teacher in History Geography we hope that she could take the full leadership of the European projects in complete autonomy on a short term.

If our objectives are completed, this project will be extended to the other academies westward (Bordeaux Tours Poitiers Orléans) for this training of Estate agency at a higher school level.

Developing Learning and Teaching Abroad

10,195.00

UK

Bruntsfield Primary School, UK

- The Project

Our project is designed to improve the learning and teaching of languages and outdoor education in our school.

- Objectives

Participants will gain experience in an authentic environment and will be able to share this with colleagues and service users upon their return to work. The culture and heritage of the countries visited will provide a deeper understanding of life and will allow participants to incorporate their new knowledge back in our school.

- Participants

All 6 of the participants are recently qualified primary school teachers who have completed 4 year degrees in Primary Education. They are enthusiastic professionals who intend to share their findings with others for the benefit of the school and its pupils.

- Activities

Each participant will take part in a subject-specific training course in their chosen country. They will also be responsible for making sure they experience the cultural heritage of the country as much as possible.

- Methodology

Each participant will organise their own training abroad and will make travel arrangements within school holidays. They will coordinate with each other as to the best training course for their specific needs.

- Results and Impact

We would anticipate that the project will inspire participants to deliver high quality learning and teaching upon their return. This will impact directly on pupils who will receive engaging and informative lessons that deliver the curriculum and relevant new initiatives.

- Long Term Benefits

It is expected that the project will boost the language and outdoor education teaching in school and raise attainment in these areas. Similarly we expect that the participants will benefit hugely from the immersion experience and will inspire others to engage with the wider European community.

Educational focus on language and the didactic process in a European perspective

9,442.00

SE,DE,UK,IE,FI,NL

Anders Ljungstedts Gymnasium, SE

Edinburgh College

Context/background:

To reinforce the European perspective on vocational training schools and as a part of the process of lifelong learning and globalization. To strive to increase an interest in the learning and implementation of languages with the intention to enable students to reach a higher level of confidence and find new perspectives on the world around us. This will support the idea of active citizenship in Europe equipping learners with skills and attitudes necessary for personal fulfillment and vocational development also gathering the benefits of modern and innovative techniques.

Objectives:

We aim to decrease the number of students who terminate their studies before completion. By changing their attitude to education through internationalization, students would thereby be encouraged to fulfill their studies. This presupposes that in order to reach our goal an increasing number of teachers from the different national programmes should be given the opportunity of exchanging experience with colleagues from other countries. Also to extend their competence through participating in language courses and keep abreast of changes in life and society, educational systems and language development. To gain a variety of new teaching ideas and improve/perfect their language skills.

Participants:

Teachers will participate in international study programmes as well as job shadowing. We will reach our set goals when teachers increase their knowledge through recent research on education and exchanging ideas with colleagues from other countries.

Description of activities and methodology:

Our global world requires our students to find motivation to communicate in English as the labor market has been widely extended. Our teachers should provide the motivation and inspiration which will eventually lead to a more qualified education and better results for the students. Furthermore this will give our school a decidedly more powerful position in the competitive situation between schools today. Consequently the teachers need to be updated on the latest educational developments of the English language. Teachers should be provided with teaching ideas and be given the opportunity to practice designing activities for classroom activities relating to different aspects of Life in Britain Today (e.g. youth culture, popular culture, the media, politics).

Impact and longer term benefits:

To achieve a deeper knowledge regarding similarities and differences in educational issues, overall subjects and be given the opportunity of exchanging experience and ideas as well as to develop links with teachers from other European countries. Internationalization should permeate the intercultural education of our school through teachers sharing newly gained competence and learning skills with colleagues. This will benefit our school in a longer term perspective resulting in an enrichment through a greater understanding of different cultures.

We strive to reach harmony in our goals for a sustainable development of our school and society in accordance with other learning institutions in Europe not only on the social level in reference to the multicultural school environment. Furthermore from an environmental perspective we should constantly take a stand to issues of climactic nature and take precautionary measure as to preserving our resources. Equality, social integration, human rights and a sustainable development will lead to a more widened EU-perspective.

2015

1+2 initiative at Tollcross Primary

4,395.00

UK

Tollcross Primary School, UK

- The Project

Our project is designed to improve the learning and teaching of Spanish in our school.

- Objectives

Participants will gain first hand experience in an authentic environment and will be able to share this with colleagues and service users upon their return to work. The culture and heritage of the country visited will provide a deeper understanding of life and will allow participants to be more effective in the implementation of Spanish in our school.

- Participants

All 3 of the participants are qualified primary school teachers, teaching at different stages in the school. They are enthusiastic professionals who intend to share their findings with others for the benefit of the school and its pupils.

- Activities

Each participant will take part in Job Shadowing in Spain. They will also be responsible for making sure they experience the cultural heritage of the country as much as possible.

- Methodology

Each participant will organise their own training abroad and will make travel arrangements within school holidays.

- Results and Impact

We would anticipate that the project will inspire participants to deliver high quality learning and teaching upon their return. This will impact directly on pupils who will receive engaging and informative lessons that deliver the curriculum and relevant new initiatives.

- Long Term Benefits

It is expected that the project will boost the language teaching in school and raise attainment in these areas. Similarly we expect that the participants will benefit hugely from the immersion experience and will inspire others to engage with the wider European community.

European Connections

5,860.00

UK,ES

Holy Cross Primary, UK

Project SummaryAt a recent conference to commemorate the 100th year anniversary of WW1, organised by British Council UK and the Connecting Classrooms programme, teachers and pupils from Holy Cross Primary school in Glasgow had the opportunity to meet with pupils and teachers from Sagrada Familia in Catalonia and agreed to extend the meeting into a 2-3 year educational partnership with the aid of eTwinning programme. Glasgow City Council has long standing relationships with schools in Catalonia and would therefore like to preserve and sustain these links.**Objectives**• To share and develop innovative, creative approaches and practices to benefit both pupils and teachers. • To deepen pupils levels of understanding about other cultures and languages within a real life context. • Exchanges of ideas and lessons outcomes with pupils from both schools which will help to promote linguistic skills, use of ICT as a communication tool and intercultural awareness. **Participants**Mr Kevin Carr – Head Teacher of Holy Cross Primary school who helps to drive forward International Education focus within the school. Has played a key role in previous partnerships with schools in Pakistan through the British Council programmes and his school have achieved the International Education Excellence award from the British Council and an International Education Excellence recognition award from Glasgow City Council. Patricia McCormick – Class teacher and International Education co-ordinator took part in a 3 year partnership with schools in Pakistan through the British Council programme, connecting classrooms. Took part in a CPD event run by the British Council to promote the benefits of partnerships with schools abroad and her experiences of travelling to Pakistan on an exchange visit. Jemma Hollins – Class teacher and currently working through a qualification for Spanish and will be providing lessons to the pupils on exchange material and basic linguistics during the 3 year project. Allison Smith – Currently teaching pupils French within the school and is currently undergoing a qualification in Spanish with a view to teaching it in the primary sector. The partner schools will work through a 3 year plan with overarching themes for each year; broken down into different activities which will be uploaded/sent for each other to view and feedback. Year 1, we would be looking into the history of our cities/countries; studying profiles of historical figures, diversity of population, migration, cultural celebrations and the story of our cities (coat of arms, mottos...) In year 2, we would study influential architects/artists of our countries, landmarks, architectural qualities of our most celebrated buildings and artists/Architects; looking at their method and features of their work. In year 3, our common focus would be sustainability. We will study one of the main river systems in our countries; the purpose they serve, past and present; ecology and diversity of wildlife. We will then compare each other's findings. Both schools will then take part in sustainable design tasks looking at invention for the future. **Visiting our partners**Year 1, two teaching staff from Holy Cross Primary will be visiting our partner school, Sagrada Familia in order to shadow lessons and observe practices to gain inspiration and ideas and gather resources. This will also be used as valuable time to make our 3 year plan more detailed and clear and discuss methodologies involved. Two members of staff from Sagrada Familia will then visit Scotland to shadow teachers and gain insight and ideas to take back to Catalonia. Year 2, teachers will re-visit Sagrada Familia to meet with pupils and teachers to discuss the project so far. We can address any successes and challenges and ensure the project is on task and methodology is effective. We will also use this opportunity to shadow teach and build on some of the lessons

previously taught throughout the year. Sagra Familia will then re-visit Scotland to meet with the pupils and engage with staff on any improvements that can be made to the project and work with the pupils, building on the lessons taught previously.

2016

1+2 initiative Preston Street Primary

12,030.00

UK

Preston Street Primary School, UK

Context of the project We would like to undertake this project to enhance the teaching and learning of Spanish in our school. **Objectives** The participation of staff in this project will enable us to deliver high quality teaching of Spanish in our school due to the enhanced skills of teachers. This in turn will provide more engaging teaching and learning opportunities for pupils. Furthermore we believe that collaborative dissemination will ensure the benefit of the new skills and experience is evident throughout the school. **Participants** All six of the participants from our school are enthusiastic, committed members of staff, eager to extend their own language and teaching skills. They are keen to use this experience to enhance the learning opportunities of our pupils and share their good practice with other professionals. **Activities** Each individual will immerse themselves in the Spanish culture, attend relevant Spanish courses to meet the needs of themselves and our pupils, develop their conversational Spanish with native speakers and participate in shadowing a teacher in Spain where possible. **Methodology** The participants will collaborate with our head teacher and school coordinator to select relevant training opportunities in Spain. Each individual will organise their own travel arrangements and accommodation, during school holidays. **Results and Impact** We believe that our staff will be able to deliver a higher quality of Spanish learning experiences and opportunities for pupils. This will encourage and motivate our pupils to engage with learning and develop their own Spanish skills. Participants in the training will also lead high quality CPD sessions to share good practice, support colleagues, develop programmes of learning and discuss motivating resources so that the impact is evident throughout the school. **Long Term Benefits** The long term benefits of high quality teaching and learning in Spanish include increased pupil confidence, greater attainment in languages and a deeper appreciation for the culture and heritage of the country. The enthusiasm shared by our participants will also inspire other colleagues to develop their own skill, both through local courses and similar immersion experiences.

VET learner and staff mobility

2014

MUSIC WITHOUT FRONTIERS

24,955.00

EE,FI,PT,PL,UK,CZ,ES

Georg Otsa nim. Tallinna Muusikakool, EE

Glasgow Kelvin College

MUSIC WITHOUT FRONTIERS is a versatile music related mobility project during which student vocational skills and adaptability in international work environment will be developed.

Because the new program enables to add staff seminar to student mobility project, we definitely want to use this opportunity. Students acquiring music related vocational education will participate in concert projects that follow real work situations organised by partner conservatories and end with public concert and/or recording. Preparation and concert period lasts for three weeks. Mobility project will be carried out in partner conservatories and on concert venues chosen by them according to agreed plan.

We aim to provide our students opportunities to practice musical performance skills by playing in the great orchestras and ensembles of our partner schools, to gain cultural experiences and to learn about life and culture in different countries. All this adds up to personal growth and abilities to take full responsibility for one's own life.

At the time our students get their diplomas, especially those who have participated in student exchange are open-minded young professionals with respect and understanding for different cultures. They also see the scene for their own activities, whether working or studying, much broader than just their own home country.

All our partners are committed to sending and receiving students, in the scope of granted funds. The duration of the study periods is three weeks and their timing will be set in the beginning of each school year.

The active partners for G.Ots Tallinn Musicschool in MUSIC WITHOUT FRONTIERS Mobility Project are three same level schools from Finland – Helsinki, Joensuu and Lahti Conservatories, also North Glasgow College and Conservatories from Madeira, Praha, Madrid and Warsaw. All partner conservatories apply for financial support from their country.

This project is a continuation of projects carried out previously: 2004-2006 CONCERT CIRCLE, 2006-2008 CONCERT CIRCLE 2, 2009-2010 CONCERT CIRCLE 3, (2010 - 2012) CONCERT CIRCLE 4 and the currently running (2012-2014) CONCERT CIRCLE 5. These projects have been effectual and the experiences gained from them will be used to carry out the new project.

MUSIC WITHOUT FRONTIERS project will offer opportunities to introduce ECVET principals to all partners, also in those countries which are not yet applying it.

Goals for the Staff Seminar

- better knowledge of the curricula, methodologies, student assessment methods and criteria in the networking countries and schools
- a booklet consisting of reports and evaluations of the participants

- sharing of good practices, .e.g. improving the use of ICT in teaching
- modification of our ways in teaching, writing and implementing the curricula
- through networking, to find inspiration to develop new ideas for mutually beneficial staff exchange

Music without Frontiers

44,836.00

FI,EE,PT,PL,UK,CZ,ES

Lahden Konservatorio Oy, FI

Glasgow Kelvin College

Music without Frontiers Project continues the best practices of the former, well established LLP – LdV Concert Circle Projects but is now extended with a Staff Mobility Activity. The name of the project refers not only to crossing international borders but also to experimenting and learning about different music genres, from classical music to pop-rock music and local and national specialities, even to music technology and composing.

Student Mobility Activity consists of three week study periods, that include personal tuition in one's own major subject (musical instrument), on-the-job-learning in orchestra, ensemble or band activities and one or more public performances, either as a member of the aforementioned formations and/or as a soloist. The students also have opportunities to experiment new music genres and instruments, depending on the specialities offered in each of the different host schools. Those students who choose to visit Glasgow Kelvin College will be offered, instead of personal instrumental lessons, tuition in music technology and marketing.

Staff Mobility Activity consist of one 7-day seminar (travel days included). The principals for this activity were mutually agreed upon in a network meeting in Madrid, in October 2013. The key issues for the week's program will include learning about curricula, teaching methodologies and evaluation criteria in the networking schools and their home countries. Learning about ECVET and how to apply it in our networking schools and mutual projects will be one of the major topics. Key note speakers will lead the participants to the different discussions. Each seminar guest will have an active role in the program, e.g. they can take turns as the key note speaker. Opportunities for job-shadowing and performing in a concert will be offered to all participants as well. The detailed program for this mobility activity will be drawn up in a network meeting to be held in Warsaw in October or November 2014. That is also the time to decide about the host institution.

As each networking school will send 1 to 2 staff members to this seminar, it is expected to have 10 – 18 participants. They can represent teaching and administration staff alike.

In Finland, MWF has a national network of three conservatories. Administered by Lahti Conservatory, the other two partners are Helsinki and Joensuu Conservatories. These three schools have in total some 190 students in vocational training and intend to send 30 students to Music without Frontiers exchange during the two year project term. We are applying to send 6 representatives to the seminar. Our partner schools locate in Spain, Scotland, Poland, Portugal, Estonia and the Czech Republic.

As the impacts of the project we wish to provide all participants personal growth in their professional skills and also as independent citizens to interact with people from other countries, whether within EU or outside its borders. For our organizations we expect to maintain our good relations and to further develop our international networking abilities. Thereto, as long term benefits, we wish to gain strong potential to further develop our teaching and evaluation methods. We sincerely hope that MWF Staff Seminar will facilitate the introduction of ECVET in all involved countries. More longterm benefits of Music without Frontiers Project will be discovered in the future when we can find an increasing number of foreign musicians playing or teaching in different institutions around Europe and welcoming visitors to their own institutions with warm hospitality.

One week immersion course in Edinburgh

1,246.00

DE,UK

BS II und WS Kempten, DE

LFEE Europe

The course takes place in Edinburgh, capital of Scotland, a UNESCO World Heritage City. The course includes information on the different UK education systems and also on Scotland's culture and history. The courses are fun and motivating and take place in a relaxed and friendly atmosphere.

The courses are not suitable for beginners. The training sessions are delivered in English. Participants will be encouraged to speak English as much as possible in social situations and on the cultural excursions.

Aims of the course are:

- To update participants' competence and discursive skills in English
- To enhance methodological expertise in the teaching of English
- To update vocabulary, consolidate and gain new ideas and materials for use in the classroom
- To use internet and other ICT resources in class
- To use published, authentic and audio-visual material in class
- To develop cultural awareness and understanding of contemporary Britain
- To share experience and ideas with colleagues from other European regions

Teachers will receive a certificate at the end of the week and will also have the opportunity to join a Europe/UK-wide network of all participants.

(Information taken from the website of "Confluence Scotland".)

I'm really looking forward to exchanging ideas with English teachers from all over Europe. Furthermore I hope to gain insight into the Scottish education system as well as other intercultural ideas which I hopefully can use for my English lessons at home.

2015

Building Limes Training

15,850.00

IE,UK

An Comhairle Oidhreachtá-The Heritage Council HC, IE

Scottish Lime Centre Trust

Context and Background

The Heritage Council was established as a statutory body under the Heritage Act, 1995 to work in the public interest to promote the protection of heritage, support jobs, education and heritage tourism in local communities. Through its grant schemes, the Heritage Council supports a wide network of skilled heritage jobs including conservators, builders, thatchers, ecologists, archaeologists, conservation architects and museum curators through training, bursaries and expertise.

A specific opportunity has been identified to provide accredited lime mortar works training in Ireland however there is no course in Ireland which gives participants a recognised qualification specifically in Lime Mortar application, knowledge and understanding at craft or professional level. To effectively design and run such a suitable course in the use of Lime Mortar, in conjunction with the BLFI and others, the Heritage Council would like to facilitate research into the pedagogical methods, course content and delivery mechanisms for existing courses in the UK.

Project Objectives

Our project is aimed at supporting the professional development of VET staff who currently provide voluntary training in the building conservation skill of preparing renders, plasters and mortars made with lime (CaO₂) to help them acquire the additional knowledge and skills necessary to structure their own competencies in training and the craft to devise a curriculum and syllabus to accredit courses at master craft level in Ireland. This will include researching the 'Recognition of Prior Learning (RPL)', as many of the target trainees in Ireland will have experience of working with this technology, but may not have received a comprehensive education or training, nor received the recognition that the skill they hold deserves. Through participation in this programme our key aims are to facilitate practitioners and trainers from VET training organisations in the following areas:

- develop their professional teaching skills through observing and job shadowing their European counterparts
- acquire knowledge of the design of courses in an established and internationally recognised host organisation
- exchange experience on the running and delivery the courses in line with best practice.

Number and Profile of Participants

We have selected a cohort of VET staff to participate in the staff mobility programme because they would be involved in the design and delivery of accredited courses in the future. The selection criteria focusses on VET staff that have experience of training in the conservation of the built environment, and who have key individual contributions to make to curriculum development for a lime mortar master craftsman accreditation. We have selected the participants for the VET Staff Mobility through engaging with the Building Limes Forum Ireland (BLFI) and VET trainers who have been working in the Institutes of Technology (IoTs) who have, over the last sixteen years, been running short training courses to raise awareness and appreciation of the technology and techniques relating to lime mortars and renders at level 5 and 6.

Description of Activities

- To arrange international exchange of Irish trainers observing course at the Scottish Lime Centre Trust to help them to devise a curriculum for Traditional Limework Knowledge. The curriculum to include overarching conservation principles, and skill-specific ones, including recognising differing emphasis.
- To exchange detailed information on syllabuses, accreditation standards and procedures between the partner organisations
- To devise a working method

Methodology to be used in carrying out the project

The key method used to implement this project is a Project Management Plan, managed by the Project Co-ordinator with responsibility for logistics, communications, measurement and evaluation of the project.

Results and Impact

The learning outcomes of this project will be captured through quantitative and qualitative means

Long Term Benefit

- Providing a skilled, competent and accredited workforce for a traditional building skill where no such accreditation exists
- To mainstream a form of constructional knowledge that addresses the needs of a large proportion of the European, UK and Irish building stock, and which will contribute to effective thermal upgrading
- To negotiate and agree international linkages, including common understandings of standards of competence, between masons working with lime across Europe

The success of this project, it is hoped, will lead to the potential involvement of Irish partners in European-led KA2 Strategic Partnership to develop, co-ordinate and validate the proposed BLFI master craftsperson course against other European initiatives.

The sustainability of the project

With the involvement of BLFI, IoT and QQI, it will be possible to demonstrate the capacity to deliver the project within an institutional framework in future in Ireland.

Erhalt der europäischen Kulturlandschaft durch regionale Produkte

46,626.00

DE,NL,SE,SI,ES,UK,RO

Deutscher Verband für Landschaftspflege e.V. (DVL), DE

The Firm of ARCH

Background:

To preserve biodiversity worldwide and in Europe it is crucial to work together with landusers to conserve cultural landscapes for its value of nature on the one side and on the other to find ways that landusers can have an affordable income and high quality of life. The German Association for Landcare (DVL) work in this field together with its local Landcare Associations all over Germany. To exchange knowledge and experiences about the describes challenges the DVL frequently offers trainings and conferences to its members and interested people. Partners from seven European countries are engaged in the issue of landcare - Deutscher Verband für Landschaftspflege (D), (HR), Veelzijdig Boerenland (NL), Asociatia Microregionala Pogany-havas (RO), (S), SVERIGES LANTBRUKSUNIVERSITET (SE) und Institut za trajnostni razvoj in celostne resitve - InTeRCeR (SI), The Firm of ARCH (UK) and Transhumancia y Naturaleza (S). These partners are at different stages of development but share similar processes and patterns of development in the use of landcare.

Targets:

This application is being made to provide the mobility of trainers and advisors from German Landcare organisations and to develop a range of partnership and training opportunities within seven partner countries.

Number and profile of participants:

The participating trainers (36 out of potential trainers of about 160) have a vital role in training others amongst their organisation's staff, in training field workers and countryside practitioners and also in informing the interested public.

Activities:

DVL sends the participants to the partner organisations and organizes the exchange from Germany. DDVL will be responsible for compliance of all planned tours/exchanges and therefore organizes the exchanges together with the partner organisation and summarizes the training results. There will be 36 participants from German Landcare Organisations. DVL will organize the trainings between August 2015 and August 2017.

Project realisation:

The mission of the project is the analysis of local conditions and application of best practice for the conservation of the European Cultural Landscapes by regional products and the strong cooperation with farmers.

The main objectives of the project are following:

- To share information and search synergies regarding criteria, strategies, methodologies, models and innovative ideas.
- To process experiences and knowledge and ensure their dissemination
- To encourage the participants in international communication and learning and in the usage of foreign languages.
- To build longlasting contacts and cooperations for a continuous exchange of information and ideas.

Results:

For participants, the main focus is on learning, but they also pass on their professional knowledge to the European partner organisation as well as hand on acquired skills to others in their organisations (Participants are VETs). The transnational trainings are essential for the beneficiaries of learning because, they will learn something about specific objectives of landcare in partner countries and how to implement them on the ground across Europe.

Dissemination of results:

Through publications of the participating organisations and seminars. DVL for example has regular newsletters and information sheets. DVL frequently organizes seminars and conferences for its members and interested in which results will be forwarded. Participants also have different communication tools to hand on results and can give presentations or hold short training sessions for their colleagues. The information skills gained can be fed directly into the formal/in house training delivered by participating organisations.

2016**Music without Frontiers 2**

40,649.00

ES,PT,UK,PL,EE

Conservatorio Profesional de Música Jacinto Guerrero de Toledo, ES

Glasgow Kelvin College

"Music without Frontiers 2" is a project aimed at improving the quality of the education at professional music centers. It develops in a 3-weeks period vocational training at educational institutions in the cities of Warsaw (Poland), Glasgow (UK), Funchal (Portugal) and Tallinn (Estonia), with the active participation of students and teachers from Toledo Conservatory of Music "Jacinto Guerrero". Participating students will acquire skills that will directly have an impact on their future careers by practicing as soloists, in chamber groups and orchestras, as well as knowledge of the culture of the host country, culminating each mobility with concerts with its European peers. By observing the methodologies and organizational strategies at the host centers, teachers will bring new didactical, musical techniques and competences to institutions, where they could be applied. Toledo Conservatory of Music "Jacinto Guerrero" plans to send a group of 5 students and 2 teachers, one as accompanying person and the other doing a "job-shadowing" one of these 3 weeks, to every host organization, totaling 28 mobilities. Participation in a training period at host centers support beneficiary students in their intention to continue their future musical education and help finding a job as a professional musician, by acquiring new technical and performing skills, as well as the introduction of the European dimension of professional music. It will also be very positive for the teachers, extending its lifelong learning, directly influencing the improvement of pedagogical practice by incorporating new methodological and didactic concepts, having a direct effect on the entire educational community. The development of all activities contribute to the achievement of the main objective of this project: to improve the quality of the professional musical education.

Music without Frontiers 2

51,141.00

FI,PL,UK,EE,PT

Lahden Konservatorio Oy, FI

Glasgow Kelvin College

Music without Frontiers 2 Project continues the best practices of the former, well established LLP – LdV Concert Circle and MWF Projects. The name of the project refers not only to crossing international borders but also to experimenting and learning about different music genres, from classical music to pop-rock music and local and national specialities, even to music technology and composing, not to mention music production and business. Student Mobility Activity consists of three week study periods, that include personal tuition in one's own major subject (musical instrument), on-the-job-learning in orchestra, ensemble or band activities and one or more public performances, either as a member of the aforementioned formations and/or as a soloist. The students also have opportunities to experiment new music genres and instruments, depending on the specialities offered in each of the different host schools. Those students who choose to visit Glasgow Kelvin College will be offered, instead of personal instrumental lessons, tuition in music technology and marketing. In Finland, MWF 2 has a national network of three conservatories. Administered by Lahti Conservatory, the other two partners are the Conservatories in Helsinki and Joensuu. These three schools have in total some 190 students in vocational training and intend to send 30 students to Music without Frontiers exchange during the two year project term. Our partner schools locate in Scotland, Poland, Portugal, and Estonia. We also intend to send accompanying persons with some student groups to facilitate their first steps at the host school. Additionally, the accompanying staff members' visits will strengthen our partnerships with the foreign partner schools and build up mutual trust for example of the practices and evaluation of eventual vocational skills demonstrations. As the impacts of the project we wish to provide all participants personal growth in their professional skills and also as independent citizens to interact with people from other countries, whether within EU or outside its borders. For our organizations we expect to maintain our good relations and to further develop our international networking abilities. Thereto, as long term benefits, we wish to gain strong potential to further develop our teaching and evaluation methods. More longterm benefits of Music without Frontiers 2 Project will be discovered in the future when we can find an increasing number of foreign musicians playing or teaching in different institutions around Europe and welcoming visitors to their own institutions with warm hospitality.

Programme d'Échanges et de Stages en Ecosse pour les Ressources naturelles et la Valorisation de l'Environnement

20,198.00

FR,UK

Eplefpa De Haute-Correze, FR

Scottish Wildlife Trust

The project PRESERVE will allow LEGTPA Neuvic organizing european mobilities for 20 professional undergraduate students in wildlife management with the aim to grow and shine in an international dimension for the institution and its training. These vocational training courses will take place in Scotland, European territory with which we share common environmental problems and similar issues (rich but fragile natural environments). These mobilities will last three weeks and will allow participants to acquire new skills in the management and protection of nature. This project is built for the sake of equal opportunity, discovery of others. For our school this is to sustain and develop a strong network with our host and partner to increase the number of mobilities in the future. The success of PRESERVE first go through adequate preparation of young people before, support during mobility and after a recognition of acquired skills (Europass), better employability for the students, strengthening their independence and better confidence in their capabilities by the acquisition of transferable skills inherent to geographical mobility (cultural openness, adaptability ...). By including them in a dynamic process, European mobility will add value to the training curriculum of the students.

Youth mobility

2014

Conserving Scottish Wildlife

44,982.66

UK,FR,ES,BE,SI,DE

Scottish Wildlife Trust, UK

The Scottish Wildlife Trust owns or manages over 120 nature reserves in Scotland. These reserves are managed by a network of 8 regionally based Reserve Project Officers who undertake all practical conservation work on these sites, keep them well managed and and great places for wildlife.

Our project will aim to place 5 volunteers with 2 of these Reserve Project Officers, 3 covering South West Scotland and 2 covering North East Scotland. We will offer volunteers the chance to undertake a range of practical tasks as part of a small team such as repairing fences, building footpaths, removing non native invasive species and planting trees which will help protect and enhance our nature reserves, many of which are homes to protected species. We offer a constant variety of tasks and sites on which to work and volunteers will get a chance to see a great deal of the countryside in their area and a variety of habitats. We offer a friendly and relaxed working environment, ideal for the learning and consolidation of new skills.

4 out of our 5 participants are university educated with relevant degrees and are looking to build on their academic background by boosting their level of skills in reserve management, species identification and learning about different habitats. Much of their learning will be informal and the Reserve Project Officers will be able to teach them a great deal about their local nature reserves and the management thereof. They come from 5 different European countries and we would aim to place a mixture of genders at each location. The 5th volunteer is younger and is looking for experience prior to going to university next summer.

One of our volunteers has a disability.

We provide all day to day supervision, including health and safety instruction, all tools and equipment, including safety equipment. we provide transport from the central meeting point to the worksite and back. Volunteers will volunteer with us for 30 hours a week, normally over a full 4 day period and a Friday morning.

We will work with our partner organisations to make all necessary pre arrival arrangements and will work with X-Change Scotland who will provide

on arrival training and mentoring of volunteers.

We will draw up a learning agreement with each volunteer at the start of the project and use that to gauge the results. Volunteers will have a positive impact on the local environment as our nature reserves will benefit from the input of several new volunteers over a period of up to 12 months. As volunteers become more experienced and confident in their skills their input will become more valuable to us. Of equal value is the impact our placement would have on volunteers in the future; they will take away their experience of Scotland, its landscape and countryside, the satisfaction of having helped its future protection, knowledge and insights into the countryside and put this into their new lives and careers back in their home country. They will be richer for it and if they can bring a lasting environmental slant to their future work, whatever it may be, then our project will have been an extra success.

One step beyond, a way to inclusion

19,871.03

FR,ES,IT,DE,BE,SE,UK,LV

Association Nationale Compagnons Bâisseurs, FR

Xchange Scotland

From more than 50 years, Compagnons Bâisseurs acts close to inhabitants with economic disabilities in order to follow a double aim : non formal education and housing renovation. This action is based on participation which means we work along with the families.

Volunteers participate in all actions implemented by the organization : housing renovation actions (self-accompanied workcamps...) and local improvement heritage actions (natural landscape...). Since a few years, Compagnons Bâisseurs developped the hosting and the sending of youngsters with less opportunities. Those young people are mostly exposed to economic and social disabilities.

The volunteers hosted in France (9 persons) will get involved on our actions (heritage or housing renovation). The youngsters sent abroad (4 persons) will participate in many different kind of project (environnemental cleaning, heritage renovation).

Those projects mostly takes part within the international network Alliance. This organization works indeed on inclusion issue . It had particularly contributed to create special tools related to reinforced mentorship, the main condition to succeed this kind of projects.

The impact on the volunteers is to open their mind and also to empower them.

One step beyond, a way to inclusion

6,453.65

FR,ES,UK,AT

Association Nationale Compagnons Bâisseurs, FR

Xchange Scotland

From more than 50 years, Compagnons Bâisseurs acts close to inhabitants with economic disabilities in order to follow a double aim : non formal education and housing renovation. This action is based on participation which means we work along with the families.

Volunteers participate in all actions implemented by the organization : housing renovation actions (self-accompanied workcamps...) and local improvement heritage actions (natural landscape...). Since a few years, Compagnons Bâisseurs developped the hosting and the sending of youngsters with less opportunities. Those young people are mostly exposed to economic and social disabilities.

The volunteers hosted in France (2 persons) will get involved on our actions (heritage or housing renovation). The youngsters sent abroad (3 persons) will participate in many different kind of project (environnemental cleaning, heritage renovation).

Those projects mostly takes part within the international network Alliance. This organization works indeed on inclusion issue . It had particularly contributed to create special tools related to reinforced mentorship, the main condition to succeed this kind of projects.

The impact on the volunteers is to open their mind and also to empower them.

2015

Acting for Peace

15,830.00

FR,UK,DE,IT

Concordia Picardie, FR

Xchange Scotland

a. Context

Under the Erasmus + program, the delegation Concordia Picardie NPDC, with its numerous experiences, leads a Youth exchange which deals with the First World War.

100 years after the Great War it seems obvious that the Youth leads the commemoration events. Doing so, it symbolizes peace and reconciliation between people.

Moreover, the Picardie and the department of the Oise was devastated and ravaged during this period. The project will take place in Compiègne, where was signed the Armistice, this event marked the end of the WW1.

b. Objectives and content of the project

The objective of the project is to commemorate the Centenary of the First World War, gathering volunteers from 4 different countries. The implication of different nationalities on a common project puts the European citizenship forward and encourages exchange, interculturality, open-

mindedness and the spirit of peace.

Those volunteers will realize a memory work around soldiers stories originary of each participating countries. Those young people will produce a play and perform it, in old quarry area used during the WW1 as Resting points and health centers.

This project is meant to be visible. Posters will be made by the volunteers in order to make the project known by the inhabitants of the villages. During the project, various consciousness-raising campaigns will be organized, especially concerning history with the hand of a specialized historian in the WW1.

The main activities that lead volunteers will be the following :

- Creating play.
- Creating visibility, promoting the project itself.
- The Intervention for different audiences to awareness of the duty of memory / intercultural exchange / understanding and tolerance of others.

c. Important Details

Number of participants: 30

Age: 18-30 years

Period: 12 days (from 19 to 30 July 2015)

Legislation: The volunteer must sign an audiovisual charter agreeing that he may appear on the video support created

All together against discrimination

15,215.00

FR,PL,IT,ES,UK,DE

ADDAP 13, FR

Glasgow City Council

Addap13 addresses to young people, boys and girls from 11 to 21 years old, from precarious social categories to favor their social and professional integration and reduce the risks of marginalization and exclusion. The sports practice, the construction sites of international solidarity are a part of tools which allow us to value and to encourage the public-spirited behavior by the meeting with "the other one". From part their origins bound to the immigration, these young people are sensitive concerning problems of racism and discriminations. The domain of the sport and the competition do not make an exception sometimes by giving the "bad example" where we should wait for educational values of cohesion and sharing.

24 young people, boys and girls from 18 to 21 years old, were mobilized on the project have for common line to practise a sport and to arise from unprivileged backgrounds in their country of origin. Through this week we shall propose three types of teaching aids:

- Workshops of exchange and debate about the questions of racism and discrimination, livened up by jurists and clubs of supporters which will allow to draw up a current situation in every country. This are times which will be dedicated to the expression of the young people through their testimonies, through their reflections as well as through their proposal to develop positively these situations. This work will give rise to the conception and the realization of a banner or a " tifo" carrier of a symbolic message who will be spread at the stadium Vélodrome of Marseille (or other) on the occasion of a match of big influx.
- Friendly and cultural times dedicated to the knowledge of the heritage of Marseille and his region with a raising awareness of eco citizenship regarding environmental protection and regarding reprocessing of waste.
- Times dedicated to the sports practice (hike, nautical activities, challenge multisports) through which will be proposed the activities favoring the cooperation rather than the competition.

The communication concerning the outside part will lean on a documentary "clip" realized by the City of Marseille from the diverse strong moments of the project. Concerning the intern part, the young people will hold a "travel journal" telling the stay through verbal, photographic, video testimonies... This material will give rise to the creation of a "page facebook" to insure a distribution with a wider public.

Beyond borders chasing diversity

3,776.00

ES,FR,CZ,UK

COCAT, ES

Xchange Scotland

COCAT is the platform of international workcamp organizers in Catalonia.

The main activity of COCAT consists in coordinating and managing voluntary service in the field of international workcamps such as: provide trainings, fostering long-term voluntary service and representing at international level our country within international and European networks. International voluntary workcamps are conceived as a tool of personal and community growth for both youngsters and hosting communities, working on key concepts such as non-formal education and solidarity.

COCAT is a member of the International working group Access for All, of the Alliance of Voluntary Service Organizations network, which aims to promote the inclusion of youngsters with less opportunities in the international volunteering area.

The number of volunteers hosted through this project will be four.

To be consistent with the project, the profile of volunteers requested is to be a youngster between 18 and 29 years old, living under less opportunities conditions, specifically, educational difficulties or social or economic problems . Therefore, we'll be able to fulfill the aim of facilitating the participation of people with fewer opportunities as agents of social change and facilitate their integration into social life .

The role of volunteers is to participate in an international workcamp in Catalonia, offering its collaboration and proposals, and at the same time

receiving several learnings from the experience. Both, the volunteer and the community where the workcamp is carried out are involved on a mutual developing benefit.

Part of the time on an international workcamp is spent doing the technical work (20-30 hour per week), the other part is to do the free time activities, or activities to discover the environment, based on the non-formal education methodology and principles. The technical work is different on each camp; it can be about archaeological, environmental or social issues.

To develop the project, a rigorous work will be done. Working together with the sending organizations and the local organizations, where the international workcamp is carried out.

The work will consist on preparation actions (such as: sharing goals with the involved parts, participant profile selection according the specific workcamp, preparation of the volunteer, sharing the information with the mentors who will be in contact with the participant during the workcamp, provide tutorials and support sessions, provide assistance on the preparation of the trip, etc...), follow up actions (ensure the optimal development of the project through ongoing communication with the different involved parts) and actions to evaluate the development of the project and its results (with the local and sending organizations, with the participant, and with COCAT's technical staff).

The results we expect, according the specific objectives we planned to achieve by this project, are:

1. Improving personal and social growth of the youngsters with fewer opportunities, while encouraging their interest on active participation on society.
2. Promoting understanding of other cultures different from the young participants' ones.
3. Fostering mobility and voluntary service opportunities, helping its diffusion at local and international levels.
4. Promoting and encouraging the inclusion of international projects of youngsters with fewer opportunities and promoting and raising awareness on sustainable development and environmental issues.
5. Providing to the local organization and to the local population where the project is carried out, the opportunity of working and living together with youngsters of a great cultural and diversity wealth, at the same time that they cooperate together for the growing and development of the specific community.

We expect our project to impact on the EVS participants with fewer opportunities, having an influence on their personal growth, collaborating on the development of their interest and their personal abilities to live together in groups, to be an active member of social participation, and to raise their concerns and motivations. We expect to introduce these opportunities to youngsters that for their personal, economic or social situation, probably they didn't know.

On a local level this project will also have a great impact, promoting the diversity between the organizations and the local population.

On a long-term basis, this project will help to foster understanding between different cultures by gathering young people from different countries and have them living and sharing experiences with each other. We believe that the project will strengthen the positive example of youngsters having an active role in building a more fair and conscious society through international projects for local development and it will ultimately encourage a deeper understanding of the fundamental role each of us plays in developing solidarity projects.

Highland Reserve Management Project

18,876.00

UK,ES

Scottish Wildlife Trust, UK

The Scottish Wildlife Trust owns or manages over 120 nature reserves in Scotland. These reserves are managed by a network of 7 regionally based Reserve Project Officers who, in conjunction with groups of locally based volunteers undertake all practical conservation work on these sites, keep them well managed and great places for wildlife.

Our project will integrate 2 volunteers for 12 months with a varied range of our operations in the North of Scotland which will involve both our staff and also project staff. We will offer volunteers the chance to undertake a range of practical tasks as part of a small team such as repairing fences, building footpaths, removing non native invasive species and planting trees which will help protect and enhance our nature reserves, many of which are homes to protected species. We offer a constant variety of tasks and sites on which to work and volunteers will get a chance to see a great deal of the countryside in their area and a variety of habitats over the course of 4 seasons. We offer a friendly and relaxed working environment, ideal for the learning and consolidation of new skills. We will keep all volunteers safe during their time with us and encourage them to take responsibility, such as delivering health and safety talks or carrying out visual reserve safety inspections.

A key feature of this project is the opportunity for our EVS volunteers to attend a number of residential tasks on our more remote and spectacular reserves. In their EVS year we will offer approximately 10 trips lasting 3 to 4 nights each. Volunteers will help in the planning and organisation of these trips and the overall experience will provide numerous opportunities to learn and enjoy the best scenery and in Scotland. Indeed such is the nature of the environment that the volunteers will have some spectacular and memorable wildlife experiences. These will linger in the mind long after the placements have finished.

Volunteers will also work with the Regional Reserves Manager and undertake various office based tasks. This will be a flexible part of the placement and will be fitted in according to need and according to weather!

We will also allocate each volunteer a personal project which they will work on over the course of their year. This could include designing reserve leaflets, undertaking species monitoring on reserves or undertaking a project on behalf of our landscape wide living landscape project at Coigach.

Through these learning opportunities, we are aiming to deliver the project's main objectives: to boost skills and employability and to deliver real conservation results on our nature reserves.

We have selected 2 EVS candidates who are looking to get work in the environmental sector and whom we felt would be the best fit for our

programme. Much of their learning will be informal and our Reserve Project Officer will be able to teach them a great deal about our nature reserves, species of interest and the management thereof in the North of Scotland. Both our EVS volunteers come from Spain and we have selected one male & one female.

We see a number of tangible benefits to this project: the volunteers will gain a huge amount of knowledge about the conservation world, gain new skills and be much more employable whilst the Scottish Wildlife Trust will benefit from practical work carried out on its Northern reserves and gain from the results of a year long project which the volunteer will have worked on.

Our EVS volunteers will be high profile whilst they are with us and we will advertise the work of our EVS project through our members' magazine, a blog on our website and we will encourage our volunteers to give an illustrated talk to our local members about their EVS experience. Based on the impact of previous EVS volunteers, there is more awareness of and interest in EVS volunteers within the Scottish Wildlife Trust. Our EVS volunteers will also be well travelled and as they visit other parts of Scotland as part of their residential trips they will meet other Scottish Wildlife Trust staff, staff from other conservation organisations and members of local communities. The world of conservation in Scotland is small and word about the programme will spread, possibly leading to EVS applications from other related organisations.

Based on our previous experience one or more EVS volunteers may decide to make Scotland their new home and to seek employment and a long term future here. Having brought a young volunteer from Europe, provided a fulfilling and enjoyable experience in Scotland, to have them stay and keep their new skills and enthusiasm locally, for the benefit of conservation would be the ultimate long term benefit and a lasting indication of a successful project.

Improving Scottish Wildlife Trust Reserves

67,219.31

UK,EL,IT,ES,PL,FR

Scottish Wildlife Trust, UK

The Scottish Wildlife Trust owns or manages over 120 nature reserves in Scotland. Our network of regionally based Reserve Project Officers, in conjunction with locally based volunteers undertake all practical conservation work on these sites, keeping them well managed and great places for wildlife.

We have a number of reserve improvements planned and wish to combine our expertise in providing employability skills (work experience, knowledge and training) with our desire to work with more quality EVS volunteers who could help us deliver these improvements. We feel this would be a perfect opportunity to meet the needs of both Scottish Wildlife Trust and the volunteer.

The objectives of our new project are to work with EVS volunteers in 2 areas (North East & South West Scotland) and to focus on improving a number of reserves for the medium to long term. We aim to make volunteers much more employable by providing 12 month placements with varied work experience and training and we aim to offer a quality, enjoyable experience for volunteers.

We have selected 7 quality, motivated EVS volunteers (4 male & 3 female) from 5 countries, mostly from Southern Europe, all of whom are prepared to dedicate 12 months abroad in order to learn and find work, ideally in conservation. We will place 5 volunteers with our North East project and 2 with our South West project.

Our activities will be:

Planned improvement projects involve peatland restoration, grassland management, woodland planting/regeneration and woodland improvement on 7 of our nature reserves. These projects would allow us to deliver real conservation results on our nature reserves. For example, particular attention is currently placed on the carbon benefits of restoring peat bogs by removing scrub and installing plastic dams. By keeping the water levels high peat bogs continue to absorb carbon dioxide. We believe that our EVS volunteers can help us achieve these aims and therefore gain tremendous job satisfaction.

Smaller scale reserve maintenance tasks, designed to ensure our reserves are maintained in good species health and kept safe for visitors would take place on our remaining 23 reserves; such tasks would be keeping footpaths clear, ensuring gates, stiles, boundaries and footpaths stiles are operational and safe.

Each volunteer will be allocated a personal project on which they will work during their year. We have a number of potential projects to offer which would add a major extra dimension to the volunteers' learning.

Volunteers will also be encouraged to take other opportunities on offer, such as residential trips on our Highland reserves. This will help provide a much broader experience.

We will make all necessary pre-placement arrangements including making a formal agreement with sending organisations and arranging accommodation for volunteers. Our qualified and experienced staff and mentors will provide a well supported, friendly and relaxed working environment, ideal for the learning and consolidation of new skills. We will provide all instruction, supervision, tools, equipment and transport to our work sites. We will give all volunteers an induction and keep our volunteers safe throughout the placement. All our activities are insured. We will offer time for review of progress, reflection on Youthpass activities and feedback on work delivered.

There are a number of tangible benefits to this project: by recruiting volunteers for 12 months they have the time to gain a huge amount of knowledge about the conservation world over the 4 seasons, receive training, gain new skills and be much more employable whilst the Scottish Wildlife Trust can use well motivated quality volunteers to improve its network of reserves. The continuity provided by having this number of long term volunteers will allow us to achieve results not normally possible with our usual occasional volunteers.

Our EVS volunteers will be high profile and we would advertise their work through our members' magazine, our website, through the wider Wildlife Trust's network and other local networks.

Our group of volunteers is particularly well motivated, hungry for the chance to improve their prospects and of sufficient quality that they can take full advantage of the learning opportunities we can provide. We are confident that their quality combined with our collective conservation and project management experience will produce a successful project for all and enable us to action our reserve improvement projects.

KATIMAVIK Scotland Export

18,544.00

FR,UK

Solidarites Jeunesses MCP, FR

Xchange Scotland

Katimavik Scotland Export aim to give to 7 young people with fewer opportunities to go in Scotland for 1 month and a half. The group is coming from the "quartier prioritaire" of Seine Saint Denis. This project is coming at the end of a longer process of involvement in France. It will give the 7 young people the opportunity to give an European dimension to their citizen involvement here in France. They will undertake actions link to the needs of the hosting community : Animation with local youth centre in Glasgow. Environmental preservation in a Natural Park. All of those action will support connection and inter-cultural meeting with locals population. This project is the occasion to reinforce their capacity to be active citizen and to travel in more autonomous way.

One step beyond, a way to inclusion

20,022.00

FR,UK,ES,IT,DE,EE,FI

Association Nationale Compagnons Bâisseurs, FR

Xchange Scotland

From more than 50 years, Compagnons Bâisseurs acts close to inhabitants with economic disabilities in order to follow a double aim : non formal education and housing renovation. This action is based on participation which means we work along with the families.

Volunteers participate in all actions implemented by the organization : housing renovation actions (self-accompanied workcamps...) and local improvement heritage actions (natural landscape...). Since a few years, Compagnons Bâisseurs developped the hosting and the sending of youngsters with less opportunities. Those young people are mostly exposed to economic and social disabilities.

The volunteers hosted in France (8 persons) will get involved on our actions (heritage or housing renovation). The youngsters sent abroad (5 persons) will participate in many different kind of project (environnemental cleaning, heritage renovation).

Those projects mostly takes part within the international network Alliance. This organization works indeed on inclusion issue . It had particularly contributed to create special tools related to reinforced mentorship, the main condition to succeed this kind of projects.

The impact on the volunteers is to open their mind and also to empower them.

Voluntariado Ambiental en una eco-comunidad internacional. Aprendiendo cómo vivir con un bajo impacto ambiental.

15,854.01

ES,UK,FR,DE

Proyecto Sunseed, ES

Article 12 in Scotland

Sunseed Desert Technology is a hands on practical centre for low impact living and environmental education. We are an international community of volunteers and coordinators who work and learn together, and develop, demonstrate, investigate and communicate alternative ways to reduce our ecological impact. We are situated in a beautiful Almerian village, Los Molinos del Rio Aguas. Sunseed is a project off the grid, committed to self sufficiency and a low environmental impact. We are a well established international and multicultural community that works in collaboration with other projects and organisations at a local, national and international level, such as schools, universities, environmental associations, plus UK and Spanish media. We are developing both formal and informal ways to educate, so we offer workshops, seminars, guided tours, internships and apprenticeships. We also welcome volunteers from all over the world throughout the year to get involved with our various departments: Appropriate Technology, Sustainable Living, Organic Growing, Drylands Management, Communication and Education and Eco-construction. Activities that volunteers can get involved with include the following: Sustainable Living co-ordinates the smooth running of Sunseed's low impact lifestyle. Volunteers in this department help oversee our food policy to ensure an ethical and healthy vegetarian diet. This team demonstrates and encourages the use of solar cookers and other appropriate technologies; oversees the harvest, processing and preservation of local plants to produce jams, pickles, creams, soaps, toothpaste, herbal teas, etc. Organic Growing focuses on organic food production, including composting and irrigation, in Sunseed's garden terraces, promoting practical self-sufficiency. This offers an educational hands-on experience of food growing using organic garden techniques. Drylands Management aims to halt the process of desertification, to replenish the soil by managing and harvesting scarce water resources and implementing planting programmes of indigenous plants, shrubs and tree species. We seek to understand the process of soil degradation through observation of natural ecosystems, and to use this knowledge as the foundation for advising on and applying appropriate practices. Appropriate Technology promotes innovation in the use of available technologies to reduce our impact on the environment. Volunteers in this department help to maintain the solar power and water pumping systems, and promote projects in areas such as biogas, solar energy and also water, wind and pedal-powered energy generating machines. Eco-construction and Maintenance is responsible for the upkeep of the project site and our buildings. A mix of traditional and local ecological building methods and materials are used, such as caña, a type of bamboo growing locally in parts of south Spain. Communication and Education co-ordinates the website, information and educational aspects of Sunseed's aims across all departments. Volunteers help to produce and to distribute information, research and literature produced by Sunseed, help with translations, open days, courses and developing partnerships and networks and contribute to the website in particular the volunteer stories. Our philosophy is learning by doing and personal responsibility for yourself, other people and the environment. This is a source of knowledge for many people, especially young people, who after spending sometime in Sunseed, realise that they themselves are agents of change in our society. The

various tasks and daily work that we do, from working in the garden to cooking for a group, to public speaking, to developing a project with the help of a coordinator, are factors that motivate and empower the volunteers. Furthermore, thanks to the fact that all the activities take place communally with people from different backgrounds and origins, the volunteers have the opportunity to discover and experience the beauty and benefits of team work, internationalism, cultural tolerance as well as youth social participation. We share the spirit and the values of EVS: we are committed to informal learning through action and cooperation, social responsibility, as well as the importance of promoting solidarity and tolerance, the development of international solidarity and respect for current and future generations. Thanks to community life, we promote the internalisation of these values through every day practice.

Wildlife Rescue 2015

15,529.00

DE,UK,ES

Wildtier- und Artenschutzstation e.V., DE

Xchange Scotland

The project "Wildlife Rescue 2015" will take place in the Wildtier- und Artenschutzstation (WASS) in Germany. In this Wildlife Rescue Centre for native and exotic wild animals two volunteers will have the chance to do a long-term EVS in animal care. They will work closely with wildlife and learn how a wildlife rescue centre works. Candidates must be between 18 - 30 years old. They should be interested in working with animals and be capable of physical work. The volunteers will help to care for the animals, be responsible for cleaning the animals' enclosures, raise young animals and help to prepare food and feed the animals. EVS volunteers will work in a young team and will live together with other volunteers directly in the centre. EVS will give them the possibility of a long-term stay abroad free of charge that will strengthen their personal and social competences, give them the opportunity to learn German and enhances intercultural dialog. EVS volunteers will contribute to the aims of WASS in the field of nature and species conservation by their daily work and at the same time learn skills and knowledge in animal caretaking. The mentor and all organisations involved will support the volunteers and help them conducting the project successfully. They will be trained by experienced animal caretakers and will be offered language support. The project aims on enhancing the awareness of young people for environmental issues and species conservation while they are helping animals in need. All parties involved will benefit from working and living with people from different nationalities. This will lead to an understanding of each other's cultures and values and a greater solidarity and tolerance. As most of our volunteers have a strong interest and career plans involving animals, it's likely that their EVS-experience at WASS improves their chances on the labour market. The volunteers can have a long-term contribution to international species conservation by spreading their experiences and attitudes.

2016

Beyond borders, workcamps for all

3,510.00

ES,FR,CZ,UK

Coordinadora D'organitzadors De Camps De Treball Internacionals De Catalunya, ES

Xchange Scotland

COCAT is the platform of international workcamp organizers in Catalonia. The main activity of COCAT consists in coordinating and managing voluntary service in the field of international workcamps such as: provide trainings, fostering long-term voluntary service and representing at international level our country within international and European networks. International voluntary workcamps are conceived as a tool of personal and community growth for both youngsters and hosting communities, working on key concepts such as non-formal education and solidarity. COCAT is a member of the International working group Access for All, of the Alliance of Voluntary Service Organizations network, which aims to promote the inclusion of youngsters with less opportunities in the international volunteering area. The number of volunteers hosted through this project will be four. To be consistent with the project, the profile of volunteers requested is to be a youngster between 18 and 29 years old, living under less opportunities conditions, specifically, educational difficulties or social or economic problems. Therefore, we'll be able to fulfill the aim of facilitating the participation of people with fewer opportunities as agents of social change and facilitate their integration into social life. The role of volunteers is to participate in an international workcamp in Catalonia, offering its collaboration and proposals, and at the same time receiving several learnings from the experience. Both, the volunteer and the community where the workcamp is carried out are involved on a mutual developing benefit. Part of the time on an international workcamp is spent doing the technical work (20-30 hour per week), the other part is to do the free time activities, or activities to discover the environment, based on the non-formal education methodology and principles. The technical work is different on each camp; it can be about archaeological, environmental or social issues. To develop the project, a rigorous work will be done. Working together with the sending organizations and the local organizations, where the international workcamp is carried out. The work will consist on preparation actions (such as: sharing goals with the involved parts, participant profile selection according to the specific workcamp, preparation of the volunteer, sharing the information with the mentors who will be in contact with the participant during the workcamp, provide tutorials and support sessions, provide assistance on the preparation of the trip, etc...), follow up actions (ensure the optimal development of the project through ongoing communication with the different involved parts) and actions to evaluate the development of the project and its results (with the local and sending organizations, with the participant, and with COCAT's technical staff). The results we expect, according to the specific objectives we planned to achieve by this project, are: 1. Improving personal and social growth of the youngsters with fewer opportunities, while encouraging their interest on active participation on society. 2. Promoting understanding of other cultures different from the young participants' ones. 3. Fostering mobility and voluntary service opportunities, helping its diffusion at local and international levels. 4. Promoting and encouraging the inclusion of international projects of youngsters with fewer opportunities and promoting and raising awareness on sustainable development and environmental issues. 5. Providing to the local organization and to the local population where the project is carried out, the opportunity of working and living together with youngsters of a great cultural and diversity wealth, at the same time that they cooperate together for the growing and development of the specific community. We expect our project to impact on the EVS participants with fewer opportunities, having an influence on their personal growth, collaborating on the development of their interest and their personal abilities to live together in groups, to be an active member of social participation, and to raise their concerns and motivations. We expect to introduce these opportunities to youngsters that for their personal, economic or social situation, probably they didn't know. On a local level this project will also have a great impact, promoting the diversity between the organizations and the local population. On a long-term basis, this project will help to foster understanding between different cultures by gathering young people from different countries and have them living and sharing experiences with each other. We believe that the project will strengthen the positive example of youngsters having an active role in building a more fair and conscious society through international projects for local development and it will ultimately encourage a deeper understanding of the fundamental role each of us plays in developing solidarity projects.

GÖLGE OYUNUNU GÖLGEDE BIRAKMA!- DON'T OVERSHADOW THE SHADOW PLAY!

21,000.00

TR,ES,UK,EL,RO

Kültürel Mirasçılar Grubu, TR

Beyond Borders

the reason I do not want to realize this project; to transfer an important place with the shadow of the new generation in traditional Turkish theater, shadow play of the subtleties, to contribute to learning in the existing shadow play in different countries and shadow cultural diversity of all sectors of society through is to provide the information about cultural dialogue between. by our society "child's play" is addressed to all layers of society together is known. both suggestive and hilarious humor with shadow play items. Shadow play is an important cultural values of Turkish society. Persians, Arabs of different nationalities like the Albanians to take part in the game, the game adds a distinct cultural richness and universality. young people who come from different countries in using art as one way to learn intercultural identity, culture, diversity, respect, important concepts such as prejudice will learn amused. Our aim; We want the shadow that has survived until today as cultural heritage and to meet with the young generation in mind. in informational activities about Erasmus + informative about our projects and opportunities to find the place again. The project also young people who will benefit from non-formal education methods about what these methods and the expansion of our activities in Respect of these methods will be our project. The young history of our city with our increasingly Karagöz shadow play museum will also provide information by witnessing at all levels. in primary schools in the big cities of our municipality, our site also shows the participants will prepare our young people, we will bring our tiny local audience. among young people who come from different countries, intercultural learning, cultural diversity, intercultural dialogue, we will organize activities to raise positive awareness of youth issues. In subsequent project knowledge obtained during the project, which will also be activities for the establishment of cooperation in the power of civil society in their own countries will give our project. Young people, if any, whether in their home country before coming to project the shadow dressed up characters with which to determine which form of research topics that come to life and begin to investigate learning is one of our goals. shadow theater workshop preparing our young people will be working together on the project will begin during the cultural diversity of the finest examples of experiential learning to be demonstrated it is within our purpose. We will share information we learn in our project, our people in the local area. cream will prepare at the end of our project, we try to provide maintenance and cure them what we do and they would have lived in the awareness that everyone can easily do. The project will benefit from our extensive technical training. Exercises, games and simulations to be played, it will be taken as well as teamwork and informative sessions. The basic working method and approach of our project is to create a process they manage their own learning process of the participants. We believe we will achieve what we want to create the perception after the project is completed. Our young people in our project of cultural diversity, awareness, intercultural learning, such as the concept of intercultural dialogue will be informed about the fact that important issues in our lives. In the light of information received in this matter of all of these concepts culture with mutual understanding and respect, equal society that peace between nations, between people will be young people who are aware that reconciliation and social cohesion to create prerequisites. our participants, our youth, our adult children who have the shadow of a heritage nature should take should not be forgotten, they want to give them to us, forms of expression, they learn the characters. This returning to their country after a week full of important memories with close friends on our return they will share with their surrounding environment they learn from those experiences and projects. Our project will be 42 participants with the Turkish group and profiles are as follows: • having to do with any branch of art and artistic work, people who are willing to do or have been involved in the local area. with an interest in youth work or people who want to work on these issues. Puppet, such as painting prone to manual skills, interests and people with the request. Never before have project experience and youth never went abroad, we want young people to be involved in our project. Social media, digital competence, attention to areas such as brochures and posters to prepare people with skills.

International EUROPARC Junior Ranger Camp 2016

16,020.00

DE,NL,UK,RO,SI,LV

Federation Der Natur- Und Nationalparke Europas (Federation Europarc) EV, DE

Cairngorms National Park Authority

In July 2016, the Gauja National Park Foundation (Latvia) will be hosting the 15th "International EUROPARC Junior Ranger Camp". For one week, around 30 representatives of 6 different European Protected Areas (National, Nature Parks and Natura2000 sites) will gather to explore and discover the biodiversity and beautiful nature of the Gauja river valley. The partners in this project are a panel of EUROPARC Federation's members, coming from different parts of Europe: United Kingdom (Scotland), Germany, the Netherlands, Slovenia, Romania and Latvia. All of them are running a Junior Ranger programme, which main aim is to engage young people in activities and in the promotion of the protected areas they are living in or around. Therefore, participants -aged 14 to 17- of the 5 days camp are all current Junior Rangers in their Protected Area, as well as several older Junior Rangers (6 "youth+" aged 18 to 25) and their group leaders - Rangers or Education officer in charge of the Junior Ranger in the partner organisation. Beside discovering and enjoying the outstanding nature in Gauja, this youth exchange is a fantastic opportunity to meet and learn about other Junior Rangers across borders. As usual, discussions along the hikes, canoe trips or visits of Gauja River Valley will focus on the work of protected areas and rangers, as well as on similarities or differences between countries. By doing and learning from nature conservation, all Junior Rangers attending this camp are developing their understanding for the role of protected areas in Europe and their passion for nature. With this camp, EUROPARC expects to contribute to train (future) citizens of Europe, advocates and guardians of natural areas, where nature conservation and biodiversity are considered as high priorities.

Living together and local heritage in Clermont l'Hérault

17,316.34

FR,UK,EE

CONCORDIA, FR

Xchange Scotland

Concordia South-East develops many different kind of volunteering - with workcamps as main activity - in order to promote intercultural meeting and an active citizenship of the participants. This EVS project has two main missions. One will focus on the highlighting of the old local heritage of the city when the second will be focused on "eco-citizenship" and "living together". Working in binomia with two civil-services, they'll have to set up a participative study on the local heritage, some public meetings, as well as many participative and democratic workshops to decide, with the local

people, what kind of action have to be done to improve community and collective life in the village. They'll also have the opportunity to share and discuss about the different European mobility tools, to support the logistic in the preparation of workcamps and intercultural projects, visit the location to help camp leaders; develop, in the frame of a personal project, new tools related to intercultural issue, or to communicate differently on the values of Concordia. Two volunteers, a Scottish and an Estonian, will get invested from March 2016 for a six months service in Clermont l'Hérault. We encourage an active participation from the volunteers in order to help them in the development of new skills and tools of personnel and social development. For all the stakeholders, we hope that this project will be a great intercultural experience, and an opportunity to tackle the European Identity, making it more real. We hope that this project will allow all of us to develop a mutual understanding between cultures and we hope that it will participate to enhance transnational links and mobility of persons.

One step beyond, a way to inclusion

6,657.00

FR,IT,ES,UK,LV

Association Nationale Compagnons Bâisseurs, FR

Xchange Scotland

From more than 50 years, Compagnons Bâisseurs acts close to inhabitants with economic disabilities in order to follow a double aim : non formal education and housing renovation. This action is based on participation which means we work along with the families. Volunteers participate in all actions implemented by the organization : housing renovation actions (self-accompanied workcamps...) and local improvement heritage actions (natural landscape...). Since a few years, Compagnons Bâisseurs developed the hosting and the sending of youngsters with less opportunities. Those young people are mostly exposed to economic and social disabilities. The volunteers hosted in France (2 persons) will get involved on our actions (heritage and housing renovation). The youngsters sent abroad (3 persons) will participate in many different kind of project (environmental cleaning, heritage renovation). Those projects mostly takes part within the international network Alliance. This organization works indeed on inclusion issue. It had particularly contributed to create special tools related to reinforced mentorship, the main condition to succeed this kind of projects. The impact on the volunteers is to open their mind and also to empower them.

One step beyond, a way to inclusion

4,304.00

FR,UK,LV

Association Nationale Compagnons Bâisseurs, FR

Xchange Scotland

From more than 50 years, Compagnons Bâisseurs acts close to inhabitants with economic disabilities in order to follow a double aim : non formal education and housing renovation. This action is based on participation which means we work along with the families. Volunteers participate in all actions implemented by the organization : housing renovation actions (self-accompanied workcamps...) and local improvement heritage actions (natural landscape...). Since a few years, Compagnons Bâisseurs developed the hosting and the sending of youngsters with less opportunities. Those young people are mostly exposed to economic and social disabilities. The volunteer hosted in France (1 person) will get involved on our actions (housing renovation with inhabitants facing economic or social disabilities). The youngsters sent abroad (2 persons) will participate in many different kind of animation project. Those projects mostly takes part within the international network Alliance. This organization works indeed on inclusion issue. It had particularly contributed to create special tools related to reinforced mentorship, the main condition to succeed this kind of projects. The impact on the volunteers is to open their mind and also to empower them.

Protecting Scotland's Biodiversity

33,645.32

UK,FR,AT,PT,ES

Scottish Wildlife Trust, UK

The Scottish Wildlife Trust owns or manages over 120 nature reserves in Scotland. Our network of regionally based Reserve Project Officers, in conjunction with locally based volunteers undertake all practical conservation work on these sites, protecting a diverse range of biodiversity and ensuring safe access for visitors to enjoy greenspaces and the wildlife they host. We are keen to build on the success of previous EVS projects which have proved highly beneficial to both the volunteers and the Trust and wish to combine our expertise in providing employability skills (work experience, knowledge and training) with our desire to work with more quality EVS volunteers who could help us deliver this vital conservation work. The aim of this project is to facilitate the further involvement of EVS volunteers in protecting biodiversity on our nature reserves, broadening their experience by offering the opportunity to participate in a number of residential conservation placements working on a broad range of habitats across Scotland. They will also be involved in enhancing access opportunities and raising awareness of Scotland's natural heritage, thus protecting biodiversity by encouraging local communities to value and conserve their local natural resources. We aim to make volunteers much more employable by providing four 12 month (and one 8 month) placements with varied work experience and training. We have selected 5 quality, motivated EVS volunteers (3 male & 1 female already identified) from 4 countries, all of whom are prepared to dedicate an extended period abroad in order to learn and find work, ideally in conservation. 3 volunteers will be based in the Highlands and 2 in the North East. The proposed activities will be: CONSERVATION ACTIVITIES - Meadow management - Control of non-native invasive species - Peat bog management - Woodland management and restructuring - Access enhancements eg repairing footpaths, hide maintenance. The volunteers would also be given the opportunity to participate in 8 residential conservation work placements on some of the Scottish Wildlife Trust's more remote reserves. DEVELOPING A SELF-LED PROJECT Volunteers will be supported to undertake a self-led project focusing on a specific aspect of conservation. We have a number of potential projects to offer which would add a major extra dimension to the volunteers' learning. PARTICIPATING IN ENVIRONMENTAL EDUCATION Our Highland volunteers will be encouraged to take part in and/or lead educational and awareness-raising activities such as guided walks or school visits. The aim of these awareness-raising activities is to protect biodiversity by encouraging the public to value and look after Scotland's natural heritage. We will make all necessary pre-placement arrangements including making a formal agreement with sending organisations and arranging accommodation for volunteers. Our qualified and experienced staff and mentors will provide a well supported, friendly and relaxed working environment, ideal for the learning and consolidation of new skills. We will provide all instruction, supervision, tools, equipment and transport to our work sites. We will give all volunteers an induction and keep our volunteers safe throughout the placement. All our activities are insured. We will offer time for review of progress, reflection on Youthpass activities and feedback on work delivered. There are a number of tangible benefits to this project: by recruiting volunteers for 12 months they have the time to gain a huge amount of knowledge about

the conservation world over the 4 seasons, receive training, gain new skills and be much more employable whilst the Scottish Wildlife Trust can use well motivated quality volunteers to protect biodiversity on our reserves. The continuity provided by having this number of long term volunteers will allow us to achieve results not normally possible with our usual occasional volunteers. Our EVS volunteers will be high profile and we would advertise their work through our members' magazine, our website, through the wider Wildlife Trust's network and other local networks. Our group of volunteers is particularly well motivated, hungry for the chance to improve their prospects and of sufficient quality that they can take full advantage of the learning opportunities we can provide. We are confident that their quality combined with our collective conservation and project management experience will result in a successful project for all.

Voluntariado Ambiental en una eco-comunidad internacional. Aprendiendo cómo vivir con un bajo impacto ambiental.

7,217.83

ES,UK,IT,TR

Proyecto Sunseed, ES

Article 12 in Scotland

Sunseed Desert Technology is a hands on practical centre for low impact living and environmental education. We are an international community of volunteers and coordinators who work and learn together, and develop, demonstrate, investigate and communicate alternative ways to reduce our ecological impact. We are situated in a beautiful Almerian village, Los Molinos del Rio Aguas. Sunseed is a project off the grid, committed to self sufficiency and a low environmental impact. We are a well established international and multicultural community that works in collaboration with other projects and organisations at a local, national and international level, such as schools, universities, environmental associations, plus UK and Spanish media. We are developing both formal and informal ways to educate, so we offer workshops, seminars, guided tours, internships and apprenticeships. We also welcome volunteers from all over the world throughout the year to get involved with our various departments: Appropriate Technology, Sustainable Living, Organic Growing, Drylands Management, Communication and Education and Eco-construction. Activities that volunteers can get involved with include the following: Sustainable Living co-ordinates the smooth running of Sunseed's low impact lifestyle. Volunteers in this department help oversee our food policy to ensure an ethical and healthy vegetarian diet. This team demonstrates and encourages the use of solar cookers and other appropriate technologies; oversees the harvest, processing and preservation of local plants to produce jams, pickles, creams, soaps, toothpaste, herbal teas, etc. Organic Growing focuses on organic food production, including composting and irrigation, in Sunseed's garden terraces, promoting practical self-sufficiency. This offers an educational hands-on experience of food growing using organic garden techniques. Drylands Management aims to halt the process of desertification, to replenish the soil by managing and harvesting scarce water resources and implementing planting programmes of indigenous plants, shrubs and tree species. We seek to understand the process of soil degradation through observation of natural ecosystems, and to use this knowledge as the foundation for advising on and applying appropriate practices. Appropriate Technology promotes innovation in the use of available technologies to reduce our impact on the environment. Volunteers in this department help to maintain the solar power and water pumping systems, and promote projects in areas such as biogas, solar energy and also water, wind and pedal-powered energy generating machines. Eco-construction and Maintenance is responsible for the upkeep of the project site and our buildings. A mix of traditional and local ecological building methods and materials are used, such as caña, a type of bamboo growing locally in parts of south Spain. Communication and Education co-ordinates the website, information and educational aspects of Sunseed's aims across all departments. Volunteers help to produce and to distribute information, research and literature produced by Sunseed, help with translations, open days, courses and developing partnerships and networks and contribute to the website in particular the volunteer stories. Our philosophy is learning by doing and personal responsibility for yourself, other people and the environment. This is a source of knowledge for many people, especially young people, who after spending sometime in Sunseed, realise that they themselves are agents of change in our society. The various tasks and daily work that we do, from working in the garden to cooking for a group, to public speaking, to developing a project with the help of a coordinator, are factors that motivate and empower the volunteers. Furthermore, thanks to the fact that all the activities take place communally with people from different backgrounds and origins, the volunteers have the opportunity to discover and experience the beauty and benefits of team work, internationalism, cultural tolerance as well as youth social participation. We share the spirit and the values of EVS: we are committed to informal learning through action and cooperation, social responsibility, as well as the importance of promoting solidarity and tolerance, the development of international solidarity and respect for current and future generations. Thanks to community life, we promote the internalisation of these values through every day practice.

Key Action 2

Collaborative Partnerships

2016

Preventing threats to sport integrity among young high level athletes through development of mental skills

56,651.60

FR,IT,UK

Centre De Ressources D'expertise Et De Performance Sportives D'ile De France, FR

Scottish Canoe Association

The mental skills for sport integrity project is a 18 months small collaborative project whose ambition is to demonstrate the contribution and potential of mental skills development programmes to preserve sport integrity and prevent misbehaviour among young both high level and amateur athletes. This project is based on an innovative consortium gathering a regional sport performance training centre, a national sport federation and a national sport education promotion body arising from 3 different cultural contexts (France, Italy, United Kingdom). They are all delivering training programmes toward athletes aiming at developing mental skills, allowing them to increase their sport performance and capacities in a long term and holistic perspective. Mental preparation techniques however greatly vary according to sport disciplines, contexts (amateur/high level sport) and professional background of trainers but also culture. All partners are convinced that mental skills can play a preventive and positive role in preserving integrity among sport practitioners. Therefore, the mental skills for sport integrity project intends to - increase knowledge about mental skills in sport context, existing training programmes delivered in various cultural contexts and sport disciplines -

Highlight the contribution of mental skills to preserve integrity among young sport practitioners, especially high level athletes- Highlight common patterns and showcase most efficient training programmes Partners will deliver following achievements- collect and share existing datas, including leading inquiry with target audience- Emphasize common patterns of training practices and lead specific evaluation process - Share results and formulate recommendations through a final 3 day transnational working seminar- They will continuously communicate on the project, including involving local stakeholders into local steering group, to ensure exploitation of results

Strategic Partnerships for adult education

2014

Getting Ready for European Citizenship on-line

237,660.00

ES, LV, UK, DK, DE, IT, TR

Institut Obert de Catalunya, ES

North East Scotland College

The aim of this project is to build solutions for the integration of adult citizens of the EU in 21st century. Euroscepticism, European citizenship, using digital tools, identity, cultural diversity, integration, economy, history, multicultural, plural, open-minded are the key concepts that will be addressed during the three years.

To achieve this aim we will work through cooperation and partnership among countries using digital tools.

We will design and develop an online course called "Getting Ready for European Citizenship on-line" (GRECOL) which is inspired by a previous Grundtvig partnership project called "Digital Classroom". During the project we observed, in adult learners across this Grundtvig partnership a notable lack of European identity and a lack of awareness of the wide range of European resources available to facilitate their mobility and develop their sense of shared citizenship.

Once this new partnership was created with the participation of 7 adult organizations from ES, GE, LV, IT, TR, UK, DK countries with diverse backgrounds but with common motivations for changing adult education in EU, we started to develop the project.

European citizenship implies a closer, more emotional relationship that is rooted in shared values, the celebration of diversity, and respect of different identities and the protection of national heritages.

The proposed new course, comprised of 5 modules detailed below, may be offered in online and blended-learning formats. In addition, the 5 modules may be independently utilized as stand-alone materials or integrated into other courses according to the individual needs of each educational context.

The structure of the subject "Getting Ready for European citizenship" (GRECOL) will be:

1. M1. Developing a European identity
2. M2. European institutions and their functions
3. M3. European mobility
4. M4. Dealing with cultural diversity
5. M5. Final Project

The methodology of the course is based on a model that develops its activities through the web and on the web. The students become the center of the model and the process of learning. The model is aware of the nature of the potential students. The general features of e-activities are diversity, openness and flexibility and they contain discussions, tasks, quizzes, surveys, and a final project using a varied range of digital tools.

The final product will be an OER material ready for use by any adult institution around Europe. During the third year of the project impact and dissemination will be the main goal by sharing GRECOL as much as possible at local, national and international level in platforms, congress, papers. And of course, using GRECOL as a course, curricula, module or workshop in each one of the partnership' organizations during the following years.

At the end of the project we hope to offer some solutions for the integration of adult citizens in Europe to become e-citizens. Getting involved in joint projects as well as increased mobility helps to develop this feeling of belonging. (For and active European citizenship, White Paper 2011).

2015

Participation of Refugees into Social Life

133,805.00

TR, IT, NL, ES, UK, PT, NO

Uluslararası Sanat Eğitimcileri Derneği, TR

European Development Innovation Network

Many people flee from their countries and refuging to other countries because of the problems such as civil war, economical problems and their sexual choices. These fugitive people face by many difficulties during the compulsory migration. Besides health, education, accommodation and safety problems they also face by the problems of cultural differences. These people's traditions and life styles are very different from the country's cultural values which they have refuged. Because of this, a lot of problems are seen during the integration period. The other problem ; refugees face by is the prejudices of the refuged country's people. Our main objectives we have set in line with these issues are;

-To specify and work on issues related to refugees and asylum-seekers in Project partner countries to help understand the settlement and integration processes and models of good practice. - To enlighten the public and to provide support with the purpose of better understanding of

these issues and produce solutions to problems, by using media and communication instruments -To work in order to create awareness and sensitivity in society related to refugees and asylum seekers to improve cohesion in host communities - To examine countries practices around ending support for asylum seekers whose claims have been fully refused until they can either submit further evidence of their case, sign for voluntary return or be forcibly removed from the partner country. - To help the individuals to understand the traditions and the values of the society they live in and provide them an opportunity to present their own - To share among all the participants their national identity and historical, cultural and natural heritage promoting the knowledge of the regions of partner countries and of the refugees -To develop the skills of the participants: adults, learners to use ICT and convince them of the opportunities created by the use of new technologies

We are 7 NGOs who constitute the base of the project going to study on these issues. Project coordinator USED(Turkey) has been working in the field of art education. USED provide support to refugees who want to study related to art in association by creating appropriate working environment. EDInet is a Scottish-based social enterprise providing expert advice in strategy development, strategic planning, consulting, recruitment, policy, funding, training and evaluation for organisations in the public, private and third sectors. SECURIO's general context is to be determined as relations development between European organisations active in cultural, educative and R&D domains. Specifically SECURIO is also promoting the use of the Internet as a world wide communication tool, especially for Intercultural events within the European Community and hence in the European Union.DEMA works in several areas in adult education, particularly in the field of labour and social integration, training for trainers; development of active citizenship, pedagogical and methodological research, etc. Arte-Via Cooperative is organising events such as readers communities, international seminars, writing contests, art exhibitions and multimedia performances. PROMIDEA COOPERATIVA SOCIALE(Italy) is experted about social inclusion of immigrants and refugees and linguistic cultural mediation and interpreter for years. Also, there are lots of refugees in their region. Therefore, PROMIDEA COOPERATIVA SOCIALE will be responsible about language teaching to refugees with their methods. Intermezzo Ungdomsorganisasjon is experienced in cultural and social integration of people. They are also experienced for workshops. They will be responsible for planning against racism and prejudices.

100000 people are expected to participate in activities directly and indirectly;-project partners staff and volunteers. -learner groups.

-people who participate in activities like workshops and seminars. -people who watched project public service ad film. -people who participate in exhibitions. -people who reach art book. -social media users. -people who participated in festivals.- people who participated in awareness actions. people who reads project news on local newspapers and internet.

We are going to help the refugees as the learners by organizing activities such as art, culture and seminars to integrate them culture of the country which they have refuted. The local public will take part during our project period. We provide people to get info about refugees by organising conferences seminars and work shops to minimize prejudices.

We will work on our aims in the process of project.

We are going to study through the aims that we have determined with our partner countries. Our purpose is spreading our project for long years by achieving awareness actions,dissemination activities and institutional, political,financial,sustainability works in Erasmus+ dimension.So that we are going to provide a long lasting project.

2016

Curricula for culture volunteers and managers in sparsely populated areas

273,130.00

UK,HU,DK,PT,PL

Voluntary Arts Network, UK

BACKGROUND

During the last years, we have seen more political and public interest for reviving the rural and sparsely populated areas and to counter the current migration from rural to urban areas.One of more ways to counter this trend is to provide more available and involving arts and culture activities with added community values. To secure cultural sustainability in these areas, we need to strengthen the "citizen help citizen" or "peer to peer approach", where civil society associations from the cross-cultural sector of amateur arts, voluntary culture, and heritage are engaged.

AIM AND OBJECTIVES

The overall aim is to improve the competences of the voluntary associations and their volunteers to provide enlivening arts and culture opportunities in the sparsely populated communities with an added value for civic and democratic participation, community bonding and local identity.The objectives are1) To develop innovative ways of outreach to citizens engaged in arts and culture to become resourceful culture volunteers.2) To develop high quality courses tailored to these groups on how to organise cultural activities with an added community value. 3) To develop the competences and skills of the voluntary associations to support volunteering and cooperation with stakeholders. 4) To develop appropriate methods to assess the involved knowledge, skills and attitudes to fulfil such demanding voluntary work.

OUTLINE OF ACTIVITIES

The innovative dimension of this project is its integrated adult education approach, where we will: 1) Complete local field surveys of the current competence profiles of culture volunteering to get a baseline as well as state of the art examples for the succeeding development work;2) Develop an integrated curricula frame for culture volunteers as well as culture managers to provide enlivening cross-culture activities with added community values. 3) To design and test a series of national pilot courses for culture volunteers and managers in the varied contexts of the partner countries. 4) To design and test new Erasmus+ pilot courses for culture volunteers as well as culture managers with the aim to offer sustainable Erasmus+ training events as well as high quality national courses after the end of the project.5) To provide a Communication Portal with desk research and other supporting information about the issues of the project as well as presentations of the project's pilot work and outputs to the virtual audiences.

THE PARTNERSHIP CIRCLE

includes • two national umbrellas for voluntary culture: Voluntary Arts Network in United Kingdom and Cultural Councils in Denmark; • one national association for liberal adult education: The Hungarian Folk High School Society; • two organisations from the liberal adult education and NGO work, with expertise in field research and curricula planning: Foundation of Alternative Educational Initiatives in Poland, and Interfolk, institute for Civil Society from Denmark; • one public body, the Municipality of Lousada, Portugal. • Furthermore, ActKnowledge from New York will be involved in the pilot work as external evaluator to incorporate the Theory of Change methodology in the impact evaluations. This multilateral partnership circle with a huge dissemination potential represent a transnational European totality of varied expertises and experiences in the field, which we cannot find in just one of the countries.

IMPACT

The tangible impact will be sustained by: 1) Embedding: The project partners will anchor the provision of regional /national courses in their future activities, and cooperate to offer Erasmus+ courses after the end of the project. 2) Multiplication: Other voluntary culture organisations from the participating countries will in co-operation with projects partners or alone replicate the courses; and some associations from other EU countries will incorporate it in their own practise. 3) Mainstreaming: On-going dissemination during the project, involvement of multipliers and follow-up initiatives to the indirect target groups will promote continued interest and support after the funding period in the wider European community. The intangible impact includes changes of attitudes and values on: 1) Individual level / the course participants and their immediate environment: - New learning perspective on their prior learning and competences and skills as resourceful volunteers. - Enhanced awareness of the benefits of voluntary arts and culture for the local communities. 2) Organizational level / the voluntary arts and culture associations: - Insight in the need for upgrading the competences of their key staff. - Enhanced community engagement and insight in the societal benefits of the activities. 3) Stakeholder level: - New insights that revival of rural areas are not only a question of economic conditions and infrastructure, but also of more available arts and culture and the involvement of civil society actors.

Strategic Partnerships for higher education

2015

Modernising European Higher Music Education through Improvisation

347,675.00

EE,UK,FR,FI,NO,SE,NL,RO,DE,LT,BE,ES

Eesti Muusika- ja Teatriakadeemia, EE

Royal Conservatoire of Scotland

The 'Modernising European Higher Music Education through Improvisation - METRIC' project wants to contribute to improving the employability of future music graduates through the artistic, pedagogical and entrepreneurial development of higher music education studies in the area of improvisation as a response to the rapidly changing employment situation in the music profession.

In performance curricula of higher music education institutions all over the world, improvisation training is increasingly seen as a crucial component because of the following reasons:

- Changes in the role of music in society at large lead to rapid developments in the music profession. The increased interest in a variety of musical styles by music listeners and a decrease of state support to arts generally are examples of these developments. As a result, a shift from fixed types of employment to a situation where musicians are self-employed and combine various professional activities in the form of a portfolio career can be seen all over Europe. The future music profession needs musicians that are flexible in working methods, musical styles and able to work in different professional contexts. Improvisation is seen as a significant skill in the music profession, giving the musicians better opportunities for finding jobs in a wider spectrum of music styles and contexts as artists, teachers and community musicians.

- In the 21st century, improvisation is seen as a crucial pedagogical tool for the training of transversal skills, which are fundamental for future musicians. Reflective attitude, peer-learning and team working are basic principles for improvisation practice and these are exactly the skills that will support the musicians to prepare themselves to be reflective participants in their portfolio careers. Therefore, the partner organisations of this project find improvisation to be a vital tool for modernizing higher education in the area of classical music. To support this, strong courses on improvisation need to be developed in higher music education institutions, as they will have a relevant role to play in the mainstreaming of improvisation and its pedagogical and artistic benefits to the professional musician's training.

The project brings students, teachers and leading experts together from different musical backgrounds in 13 European higher music education institutions to develop new and effective approaches and methods on the teaching of improvisation, both from an artistic and pedagogical as well as a professional integration point of view. Teaching staff will be updated or re-trained with information on innovative teaching and learning methods, leading to higher quality teaching. This will result in an increased awareness and understanding of the potential of improvisation in the participating institutions and, through a set of targeted dissemination activities, the higher music education sector at large. Eventually, this will lead to improved employment opportunities for future music students.

The project will implement the following activities:

1. A series of working group meetings meeting twice a year to develop intellectual outputs in the form of new teaching and learning (online), and assessment methodologies in improvisation.
2. The organisation of two Intensive Study Programmes (ISPs) where students and teachers can meet around specific themes. The role of these ISPs will be central to the developmental function of the project, as they will further develop and test the intellectual outputs developed in the working groups.
3. A joint staff training event for teachers taking place once with different groups of teachers to address new teaching and learning (online) methodologies and assessment approaches and to compare international standards of educational and artistic outcomes. Teaching staff will also be trained to become international external examiners for assessments in improvisation.
4. The development of joint European Modules in Improvisation through a series of working group meetings. These joint European Modules will ensure that the expertise available in the partner institutions will be pooled into a programme of the highest educational and artistic quality, and

provide future sustainability to the activities through a structured future use of ERASMUS+ KA1 funding.

5. The activities, outcomes and the impact of this strategic partnership will be evaluated through various means so that evidence is created that the cross-border approach of the consortium is truly providing an added-value to the development of the institutions at national level only.

Through the involvement of the European Association of Conservatoires (AEC) representing around 300 institutions worldwide, the progress and results of the partnership will be widely disseminated as a model of curricular innovation through cross-border cooperation and expected to have a wide impact on the higher music education sector at large.

2016

A zenepedagógiai gyakorlat kreatív utakon történő megújítása a kodályi alapelvek mentén Magyarországon, Hollandiában és Skóciában

246,938.00

HU,UK,NL

Liszt Ferenc Zeneművészeti Egyetem, HU

National Youth Choir of Scotland; Royal Conservatoire of Scotland

Three leading European music universities (Liszt Academy from Hungary, Royal Conservatories of the Haag Holland and that of Scotland) form a strategic partnership with the objective of creating a new music teaching curriculum for primary school music teachers, as well as to elaborate a new didactics material with a modernised music repertoire following the principles of the renowned Kodály pedagogy. The project intends to fill the need of new teaching ways in music, especially in the most susceptible age group of children (5-10 ys), who usually receive 1 music lesson/week from the general class teacher who have no skills and training to teach specialized subjects, and have a very vague music repertoire (except some specialised music primary schools in Hungary). There is no modern curriculum or specific content for music education in primary schools yet. The current teaching methodology is based on the passive attitude of the pupils, focuses too much on theory rather than creating an atmosphere where the kids can actively be involved in music making, while having a “positive flow”. That’s why currently music lessons are among the most denied and disliked subjects. Why should anyone like or make music, is there any benefit? Why is it important to start music education in early childhood? The key is the proven benefits of music, the so called “musical transfer effect”. Those children who receive appropriate music education in their early ages will have more developed cognitive functions, linguistic, arithmetic skills, fine motoric capabilities, will possess a more open social attitude, more autonomous thus flexible personality compared to those children who received no music education. Therefore the stake is the quality of our future society. The innovation of our approach lies in the new approach of two new models which connect creative movements with singing and music listening, as well as applying elements of the pedagogy of Klara Kokas, a Kodaly alumna, who developed a new, children-focused holistic approach combining music listening with free movements. The two models truly reflect the findings of how active participation in music making, be it through instinctive movements, improvisation, etc. enhances the understanding, absorption of music. A recently finished pilot scientific study in Hungary serves as a starting point for the job of creating new didactics based on these models. In parallel the critical review of the current learning materials and music repertoires used in primary schools will be completed along with importing new pieces. The pieces have to serve the needs of the children of the digital era, to help their joyful involvement in music lessons, via using carefully selected, high-quality music listening materials of various genres with analysis, authentic folk pieces of the given countries, singing games and choreographies. This will be executed by experts and students of the 3 HEI partners, the first steps being done through Intensive Programmes in each seat. The materials (cca 900 items by the end) will be tested in a population of children of primary school age and their teachers coming from partner institutions who have been invited by the HEIs in each countries. These partners (HU: a primary school, NL: Vocaal Talent, SC: NYCoS) have children choirs as well as CPD programmes, so the testing procedure could be extended to practising teachers, too. A new IOS platform based app (KODA) developed specifically for music teachers with features like games for developing musical writing, reading skills, and a lesson-planner will be used. The third intellectual output is a special platform, the Kodály-hub which will be designed to meet the unique needs of music educators. All other intellectual outputs will be uploaded to the Kodály-hub throughout the project and will be made publicly available. This hub will act as a center for updated music education information, methodology, didactics, it will be open for new partners, countries to upload new contents, good practices upon a careful professional pre-check of the materials’ conformity to the Kodályian principles. This hub will also be used as an effective dissemination tool, though other regular dissemination channels will be promoted as well. At the end of the 30-month project 3 consecutive multiplier events will be organised in all 3 countries where apart from educators, policy makers of schools educations will be invited. The sustainability will be secured by the future implementation of the Erasmus Mundus Joint Master Degree and by inviting more and more new educators, partners, countries to upload their materials to the Kodály-hub from all over the world. The major impact of the project is to bring up a new, fully competent well trained and musically inspired generation of music teachers, therefore children can receive regular and high quality music education as part of their primary school curriculum.

Projet Patrimoine Européen pour un Avenir Culturel Ensemble

372,400.00

FR,IS,DE,NL,RO,IL,ES,UK,IT,CA

Université Jean Monnet Saint-Etienne, FR

Edinburgh World Heritage Trust

ProPEACE (PROjet pour un Patrimoine Européen pour un Avenir Culturel Ensemble) is a Strategic Partnership involving 11 partners: 6 universities from France, Germany, Iceland, the Nederland, Romania and Spain ; 3 economic actors enhancing heritage in Europe (Italy, Romania, Scotland) and 2 non-European universities with expertise in digital mediation (Canada) and interculturality (Israel). The team is an example of European diversity: partners from the North, the South, the East, the West of Europe, from the Atlantique to the Mediterranean Sea, involving Europeans out of Europe, from a linguistic diversity to a cultural mix. This project is also supported by political (e.g. Firminy), economic (e.g. Italian local authorities) and cultural (e.g. Europa Nostra) institutions. ProPEACE seeks to place the academic field of heritage in a European perspective. In order to do this, it offers innovative solutions for a dynamic modernization of the European higher education about heritage. Indeed, curricula on heritage are usually offered by Humanities and Social Sciences faculties. Those have real difficulties to reform and adapt to new realities. At the end there is an intellectual and social challenge of working on a moving disciplinary field offered by a rigid structure. In Europe, Culture and Heritage are among the main sectors creating jobs and income for youth and the population in general. It is crucial to improve their performance and seek to promote their sustainable development. However it is necessary that the academic system can follow and support this movement. All European cities dream of labeling (UNESCO, European Capital of Culture) but how many of them can develop and manage in a sustainable and successful way their land with

their heritage? There is a lack of trained staff and university does not have a prospective vision of the future and is unable to change its methods. Consequently, many European cultural projects do not develop as they could. It is also difficult to define what makes heritage because its media success blurs its definition. Then, over 3 years, ProPEACE will offer a program of activities to reconsider the European heritage, provide citizens' proposals regarding a cultural future together and meet employers' needs and expectations. Each year, in December, short-term training events will be held for academics and administrative staff. They will be opportunities for exchange on teaching practices in order to develop and redefine the concept of European heritage. New proposals will be developed during those events. Such proposals will be tested during Intensive Study programmes. Every year, in June, these IP will gather academics (14 of them from partners) and students (up to 90 European students in total). Economic actors and policy makers will also be associated. During IP, the use of digital technology will be expanded. ProPEACE is based on project dynamics, with an entrepreneurial spirit. It is isomorphic: use of digital tools and participatory methodologies are taught to academics in order to train students to design, manage and develop projects for a new concept of heritage, particularly through NICT. Throughout the project, academics and students will be co-working via a digital platform. Activities and productions resulting of this activity will be developed through a spirit of connection, participation, collaboration, and citizenship: free and open access resources such as a virtual encyclopedia on European heritage, a lexicon 2.0 and videos "180s for interculturalism" will be jointly developed by students, academics and representatives of civil society such as elderly people and migrants. Other intellectual outputs will provide proposals for new methodologies and definitions for modernizing teaching practices: a methodological guideline, a learning lab innovating heritage and some European work cafes. Dissemination activities are also planned, such as digital exhibitions, publication or MOOC. They are aimed at sharing the project results within and outside the participants, taking into account specificities of each of them. All tools and intellectual outputs delivered by ProPEACE will be transferable and adaptable in other institutions. These shared resources will contribute to the ProPEACE network and eventually will result to the implementation of a curriculum at master level. ProPEACE will work for a modern and revitalized European heritage. This way, it will give a real meaning to a European experience by all and for all. In addition to knowledge, teaching will be recognized a real function.

Strategic Partnerships for school education

2014

Art Nouveau - Art Renouveau

358,090.00

UK,RO,SI,BG,DE,FR

Wellington School (Ayr) Ltd, UK

Art Nouveau - Art Renouveau: a century ago a common artistic movement spread across Europe from the Atlantic to the Black Sea. This project will examine the Art Nouveau movement in its philosophical and historical context and will draw on its theories and extend them to make them relevant to today's young people. Beauty of function and design will be applied to the creative process and pupils will learn to use recycled materials and the natural form to produce an Art Renouveau house, reexamining the 'total' art style and applying it to the contemporary world.

The project aims to improve young people's attainment in the areas of literacy, numeracy and science. Transversal skills will be fostered and emphasis will be placed on the development of digital skills, linguistic competence and entrepreneurship. Promoting creativity and the arts in a world which is driven by the material and the technological will add to the personal development of all participants. A major aim of the project is to contribute to the construction of Europe by bringing young people together to learn, collaborate and socialise together.

There are six partner schools from Bulgaria, France, Germany, Romania, Slovenia and the UK (Scotland). Art Nouveau was an important movement in each country and pupils will observe common threads and local interpretations of the style. In each school, as many pupils as possible will be involved in the project through embedded activities. Teachers, parents, management and the local communities will all be involved. Each year a core group of pupils and staff in each school will follow the project more closely and will cascade to their peers after each Transnational Learning Activity. This core group will not necessarily be the same pupils each year; as pupils leave the schools, they will be replaced by younger ones. The participants come from a wide range of socio-economic backgrounds and from differing geographical locations.

The activities include local and European research into the Art Nouveau movement; exploration of the natural within the local environment with the aim of designing new objects using recycled material drawing on influences in the natural world and thus respecting the theories of the Art Nouveau movement; the development of multi-lingual Town Trails to help young people to discover Art Nouveau in the local environment; enterprise activities which will encourage pupils to design, produce and market stock for school craft fairs; production of a short film in Paris based on Art Nouveau locations; an e-book to showcase results and an itinerant exhibition at the end of the project.

The methodologies used will be vary according to the activities. There will be some classroom based learning which will be teacher led. Participants will be expected to undertake individual research, which will be guided by staff. The creative elements of the project will be led by local experts in photography, stained-glass, wrought iron work, film. The hands-on elements of this will allow pupils to develop their creativity under the guidance of professionals and will give them an insight into the working environment of artists. Through blogs, Prezi and film, pupils will learn to work with digital technology and prepare output for a formal audience.

By the end of the project, pupils will have a greater understanding of their common European cultural heritage. They will understand the importance of art and artistic movements in our common history. Through planning and organising TLAs, they will learn about events management and improve their employability. Fine motor skills will improve due to the manual dexterity needed to make objects for the Art Nouveau house. Participants will have improved their literacy skills in their own tongue and in other languages and their presentation skills should be better. These will all improve their chances of accessing higher education and the world of work. Through the exchange of teaching material, observing each other work and discussions of teaching practices in each country, teachers will have reflected on and improved their own practice. By uploading teaching plans and strategies for this project to the web, they will have shared good practice with the wider community.

In the final year of the project, pupils will have the satisfaction of seeing the tangible results of their work over three years - an e-book, a film, an exhibition, a blog and website, Town Trails, Prezis, E-Twinning site, etc. Those who have taken part in TLAs will have started building their Europass

portfolios. All participants should be more confident in working in a multilingual and international environment. This should result in a greater uptake in new international projects in schools and in greater mobility future students at European universities.

Back to Our Future

291,730.00

DE,EE,PL,ES,IT,AT,EL,UK,TR,RO

Grundschule im Beerwinkel, DE

Johnstonebridge Primary School

This project, Back to OUR Future, aims to encourage pupils, staff and whole school communities to explore how we are currently living our lives within the context of the economical challenges that we currently face. It is generally perceived that money is hard earned and that basic life essentials, eg. food and petrol are all very expensive. Similarly on the environmental side, there are global worries about nature, climate change, trade, globalism and agricultural methods which are constantly reported in the news. Traditional knowledge of making things, growing our own food, land use and agricultural methods are being rapidly lost, even in rural areas where they have been a part of the way of life for centuries.

In this project we hope to engage our school communities in a real and important exploration of how we are living today. We want to raise awareness of how our rush to progress and improve has actually lost us many of the basic skills necessary for day to day living and general 'life maintenance'. We aim in this project to re-skill our pupils and educate our school communities with many of the essential life skills and values that we have lost like making things with our hands, entertaining ourselves with games, dance and songs, grow food and know, where it comes from, improve the land, have small businesses, which care for the environment, recycling, and zero emissions and care for the community..

Our key objectives involve developing:

1. enterprise in both individuals and school communities
2. a connection between the cause and effect of global issues
3. healthy, active lifestyles to support general health and wellbeing
4. a 'can do' approach to making things happen in our lives and communities
5. inclusion for students of all ability levels
6. exciting 'bigger learning' experiences with real outcomes involving the work of individuals and communities
7. a sense of our past heritage and of the skills of those who went before us
8. the learning of a foreign language with a real connection to the country of origin
9. the linking of confidence, real skills, enterprise and connection to European Citizenship and cultural diversity
10. innovative, creative teaching and learning experiences with a focus on staff professional development and pupil choice
11. the use of ICT to link and connect European school communities
12. motivation, improved competences and confidence in all of our school community stakeholders

The project is designed to continue the excellent and exciting work of an already established group of ten partner schools (plus one associate partner – Belarus). The partnership formed under the Comenius programme and has established a supportive group of stakeholders with different cultural and religious backgrounds who value the work, aims and vision of the group as a whole. There is a strong European Citizenship dimension to our group 'thinking' and whilst the partners all have their own curriculums to deliver we have enjoyed celebrating and exploring our diversity. The challenges faced across the profile of the school group include urban and city challenges and remote rural isolation issues. The schools range from small two teacher rural schools to large multi-stage city schools. The project includes up to 80 teachers / staff and about 500 pupils.

Each school will make a plan for term one in partnership with pupils to take forward the four main skill areas:

1. Making Things
(Making toys, gifts, food, clothes, seasonal produce, art from natural finds, etc)
2. Growing things linked to Global Eco Work
(Gardening, nature work and connecting with nature, local and global issues. Connecting with seasons and seasonal activities.)
3. Entertaining Ourselves
(Rediscovering traditional games, songs, dances and hobbies, learning the Greek Alphabet.)
4. Saving and Trading
(Bank of Comenius, trading, saving and a reward / value system, Blue Economy)

The above plan will be repeated each term with the skill level increasing and connecting with the activities taking place around the project theme and will be referred to as The Four Skills Plan.

The 7 workshops will give the students the opportunity to exchange their knowledge, work on the topics and grow together into a European community.

Gaelic Occitan Together For language Users Through United Roots and Experiences

260,565.00

FR,UK,IE

Departement Du Gers, FR

Sgoil an Taobh Siar (West Side Primary School)

The preservation of a linguistic and cultural heritage in a specific territory is identical to the conservation of biological diversity : a duty to future generations. The development of a territorial identity conveys values of generosity, brotherhood, humanism and exchange and allows to understand other European cultures.

The overall objective of the project is :

To exchange experiences and good practices between teachers and experts in order to :

- promote and develop the teaching of minority languages
- value and develop the teaching of a minority language,
- reflect on common methods to raise awareness about a language and a culture and create innovating teaching and diffusion tools,
- to enhance the contribution of the regional language in different fields of knowledge as well as the importance of regional culture as a reference of the values within the European citizenship.

To achieve these objectives, several activities are planned:

- . Organizing a training seminar
- . Organizing study visits (teachers)
- . Designing an educational kit, common to all partners
- . Developing a digital application in connection with the educational kit
- . Designing a high standard book on the cross vision of all the partners and by including the students in the process
- . Organizing debates within the schools
- . Setting up school exchanges between French, Irish and Scottish students
- . Making the choice of suitable media to increase the dissemination of results

7 partners are involved in this project, three partners in France, 3 partners in Scotland and one partner in Ireland.

In the long term, this project aims to upgrade the regional languages through the European education system. To do this, it will develop new sustainable ways of working, transferable from one country to another.

L'incroyable voyage culinaire de nos élèves européens

29,465.35

BE,FR,UK

Ecole Fondamentale Emile André, BE

Pathhead Primary School

The IVCEE (acronym in French of “l’incroyable voyage culinaire de nos élèves européens”), named in English as TICJEP « the incredible culinary journey of our European pupils » is a 2 years trip which will be lived by pupils aged from 6 to 12, coming from 3 countries : Kirkcaldy, Bobigny and Brussels. They will discover and deal the cooking of the countries they, or their families, are coming from . Two schools and one school complex build up in disadvantaged neighbourhoods, where is living the most often a population of immigrants, made the choice of cooking to develop their pupils’ basic competence and to fight against early school failure.

Priority will be given to the apprenticeship of the language of the education, but mathematics, awaken activities and use of new technologies will not be forgotten. Our students of foreign languages, who are discovering our language, and the vulnerable pupils using at school another language than their current mother language, will find, through this project an actual motivation and new ways to obtain as soon as possible all the basic skills.

This project will allow to all the schoolboys and girls who do want it, to present one regularly home-made and typical recipe of their native country. With their eventual parents’ help, these recipes will be prepared by the pupils with all what this is implying : practical steps, shopping in a local market where particular components may be found, searching the origins of these ingredients, to weigh, to compare, to adapt the quantities and also to communicate and invite other pupils to share the proposed meal ...and to tell the friends how to prepare this meal they also will cook.

We have chosen cooking because it is written in each child’s heritage, of each family ; it is a practical way to put children in value, which may be their difficulties ; it allows to put in place an active teaching with the target of a general key skills acquisition.

Each recipe will be the starting point of lot of children’s researches about the country, the used ingredients, the customs relative to this food,...the written pieces by the pupils.

Results will be at disposal of the partners and all through a digital interactive book site where the children will have multiple access (all the recipes with rice, these coming from East Europe or Central Africa, the recipe of the month, impact on the health, ...). This site will grow up from month to month with the recipes brought by the pupils of each school.

More designed for the teachers, each recipe will lead to a record of good practices giving leads and concrete examples on how to use them the most practically with all the children. These records will be build up collectively, coming from all the ideas of the teachers who will realize the recipe with their pupils, in the initial schools as in the partner one.

So, we’ll see in each school the creation of a kitchen corner open to all the pupils, but at certain moments also to their parents ...and in the same time a place for mathematical manipulations, permanent access to the pc’s and internet, an opening to the food places around the school, a reflexion on the food choices (elevenses, canteen-hall,...), an interest for all the actions around the feeding and, finally, logical prolongation of these steps, the creation or the extension of a kitchen-garden .

The six projects meetings, one in each country each year, will allow the pupils to make their invited teachers discovering the “food” places in their neighbourhood, but also to participate to their cooking activities and the possibility to the parents to exchange with the teachers about a well known subject ; this will above all be the start point of new synergies under teachers of the two schools, to launch their pupils to more interchanges. We’ll see carefully to it that a maximum of participants of each school will have the chance to attend a meeting.

A rapid impact on self-esteem, participation, interchange and acquisition of the basic skills can be awaited . Dissemination in the other schools of

our respective towns through the distribution of a CD Rom with our digital interactive book for the children and a bilingual booklet for the teachers with the educational tracks oriented to an active education.

One for all, all for GREEN

193,570.00

HU,TR,IT,PT,EL,ES,UK

Nyíregyházi SZC Sipkay Barna Kereskedelmi, Vendéglátóipari, Idegenforgalmi Középiskolája, Szakiskolája és Kollégiuma, HU

West College Scotland

The project “One for all, all for GREEN” is based on mutual interest of the participants towards more environment conscious life and is devoted to work on topics related to nature, green tourism and eco tourism. It is composed of seven countries: Hungary, Greece, Great Britain, Italy, Portugal, Spain and Turkey. All of the participating countries are aware of the dramatic situation caused by Global warming and are aware of the fact that transportation, travelling and tourism are also contributors to the greenhouse effect.

Our main goal is to analyse current trends in tourism and promote future trends which are inter-twinned with culture, traditions environment and heritage. By involving international cooperation we will compare cultural and eco-tourism with standard tourism and solve tourism related problems finding new creative methods and techniques.

The main issues are to provide students and teachers with a deeper understanding of responsible tourism and to widen their knowledge in subjects connected to culture, history, traditions, gastronomy, environment protection, English language and ICT while integrating students who come from different cultural backgrounds

The project promotes a development away from typical consumer oriented tourism towards tourism that focuses on cultural and environmental encounters and requires more responsibility from the key figures in tourism: tourists and specialists in tourism alike.

Doing the project tasks and activities (visiting each other 's countries, making mini-tour guides and itineraries, creating presentations and booklets etc.) will prepare our students to become open-minded, culture-conscious citizens and skilled travellers who are consciously protecting the value of their touristic environment.

International cooperation - common methods based on cooperative learning - will let us build a group and will promote collaboration. The project will put schools into the cooperation with local, national and international institutions and organisations and it encourages cross-curricular approaches. In order to get the partners to work towards a common purpose, staff will interact effectively with each other creating international teams and sharing experiences while providing unique opportunity for partners to input their own expertise and learn from each other.

The project will have both intangible results (new content learned by the participants,improved learning in relevant subject areas, new skills acquired)and tangible results (concrete products). We will use the outcomes as a measure of to what extent the project has contributed to the learning experiences of those involved and the quality of education on offer in the schools participating.

The partnership will have a positive impact on the participating institutions by building a community consisting of teachers and students who have a strong commitment to and sense of ownership in the project. By creating and carrying out several creative dissemination techniques and activities it will also enable a wider community (stakeholders, parents, school authorities, hotels)to benefit from our partnership in the long run.

OUR TREASURE

129,750.00

ES,UK,FR

Instituto De Enseñanza Secundaria El Yelmo, ES

Mid Yell Junior High School

“Our treasure” (Our traditions and culture working for a safe environment) is a project which arises from the need to value and share our traditions and culture joined to the care for our immediate surroundings. IES El Yelmo, the coordinator organization, knows well the importance of maintaining a healthy environment since it is in the middle of a Natural Park, “Sierra de Segura”. We are surrounded by specific and diverse fauna and flora and endemic species that we must care in order to assure our own health. This health comes not only from our Natural Park but from the good care of the Environment all over the world. We started working on this aim in 2000 and many of our traditions and culture have to do with the care of our surrounding. We want to share all this with other two schools which also want to transmit us all their traditions and cultural heritage as well as their concern and enthusiasm for the environment preservation. We wish to learn from the multiculturalism and the Natural Park of Entre-Deux and/or the fauna, flora and traditions from Yell. All this will be shared as well as the interesting ways the three members fulfill or must fulfill to maintain healthy our environment. In order to do so, our students will develop and improve their communicative skills of the foreign languages they are studying.

Most of the subjects will be involved to do the activities and achieve our objectives. Many activities will be done in different subjects with the same goal. Then, they will begin by establishing a code of conduct to be carried out at school in terms of recycling, saving energy and water, noise pollution, reusing materials, etc. This code will be also carried out at home and at the town, and broadcast on the local radio as to know at last its impact that we will request to the families, citizens and local government by means of analysis of data and questionnaires.

Our students will transmit their traditions recording tutorial videos like reusing fried oil to make soap or explaining the rules of traditional sports practiced in the natural setting as “Bolos Serranos”. These ones and others the other members will do will be at the disposal of everyone on the web.

Our students will also have fun together with their parents who will participate in a contest of traditional food made with products of the area (olive oil (Spain), fruits and vegetables (UK) or cane sugar (France) at school.

Traditional local legends will be read in order to write a story based on some traditional elements from the legends and transmit a message related to the preservation and conservation of the Environment. This will be done as a comic using a comprehensible foreign language since it will be addressed to Primary School students to celebrate the World Environment Day. This will develop our students reading and writing skills in an enjoyable way and will be at the disposal of the Education community to be used as a teaching material.

The three face to face meetings they will have in each country will provide them cultural and environmental information to create a final brochure. This meetings will also lead to make new friendships and speaking foreign real situations for the students and the teachers who will continue working together in the future.

Then we are sure that this amazing experience will change our students and families minds. They will meet people from other countries with similar or different cultures that they will share and respect and they will work for a healthy environment.

“Our treasure” will also serve as starting point for other school projects that might arise later on and that we will support and help.

R€*****

223,390.00

UK,IT,FR,TR,PT,NO,LT

Portlethen Academy, UK

Students are digital natives and will use all forms of modern technologies to share, collaborate and promote their 21st century slant on preservation and yet innovation related to the project. 'Eco' is a much over used prefix, as are the terms 'reusing' and 'recycling' but these are often misunderstood. The project will use as its fundamental principle the prefix 'R€' to create activities beyond simplistic recycling. National and cultural identities blur on many of the digital forums and many students dismiss or ignore the familiar in their search for the trans-world teen culture. To be responsible citizens students need to start by R€appraising their own environment and culture then R€discovering the heritage and principles that these are built on before sharing this with their colleagues and creating collaborative work. The students are the driving force of any project and their enthusiasm and imagination will take the project in many and diverse ways. To have responsible European Citizens does not happen in a vacuum and this project will expose all the students and staff to a large variety of other cultures to support their transition in to the global environment beyond the boundaries of their educational establishments.

Responsibility starts at the very local level of our own immediate environment and the need to be aware of making maximum use of resources. Many of us only think of used materials from food and beverages as the basis for R€use but within each country the local environments show the ingenuity of our ancestors at R€inventing and R€juvenating existing buildings or structure which has carried onto the present day i.e. churches converted to flats and restaurants. This project will look at how these R€ projects have occurred and the entrepreneurial companies and individuals who have been responsible and the skill sets required to be involved in this type of activities whether in the work place or the voluntary sector. The range of partners spans institutions from the general secondary education through to colleges preparing students for the world of work and all will bring and share their skills and use literacy and numeracy to present their findings. Not only will they improve these skills but also by sharing information across the diverse socio-economic groups it will will enhance their skills under the health and well being umbrella

Students will present and share their work on web sites, etwinning portal and blogs as well as at face to face meetings to build up an interesting resource based in their voyage of discovery. This basic outline is fluid and flexible enough to respond to issues raised by all the partner students and allow them to follow these strands to a conclusion.

2016

STS Education models to transmit to society the challenge of global change in the ocean

238,989.00

PT,ES,UK,PL

Associação Portuguesa de Educação Ambiental, PT

Marine Alliance for Science and Technology -Scotland

The EDUCO2CEAN project is promoted by Portuguese Association for Environmental Education – ASPEA (Portugal), the International Campus of Excellence - Campus do Mar (Spain), the Marine Alliance for Science and Technology of Scotland, the Portuguese National Agency for Scientific and Technologic Culture – Ciência Viva, the secondary education centres IES Virxe do Mar and Ribeira do Louro (Spain) and the CARETAKERS OF THE ENVIRONMENT INTERNATIONAL (Poland). The plan is to experiment with STS education models, elaborated to be applied across the EU to achieve the transference to society of the importance of research related to the impact and mitigation of climate change in the seas and oceans. The project has a special focus on the Atlantic Ocean and the comparison with the Baltic Sea and takes advantage of the leadership being adopted by the EU in this area of knowledge. EDUCO2CEAN has the objective of promoting student's interest for knowledge about and study of the oceans, to support their ability to communicate their personal commitment to the challenges of sustainable management of the seas, climate change and reducing the impact of CO2, giving them an active and leading role. These objectives will be sought through the direct involvement of young people in the process of creating and transmitting content. Furthermore, the aim is to transfer this knowledge to general society via non-conventional channels and these students, because of their youth, creativity, formative stage of life, enthusiasm and commitment to a better future, will provide a fresh and involved look at the challenges of conservation and sustainability of the seas, thereby contributing to public awareness raising. Through the involvement of the students in a process which will improve their communication skills, the project aims to transfer to general society idea of the importance of research into the impact, adaptation and mitigation of climate change in the ocean, at the levels of basic, secondary and university education, and generating collaborations and synergies between all stakeholders in the education system. To establish this collaborative network of teachers and students across countries in various regions and at different latitudes on the Atlantic and Baltic Sea which will allow comparison of local impact to find common denominators and differences, EDUCO2CEAN considers that the training of teachers in innovative methodologies is essential as this will allow them to increase their knowledge relating to the cutting-edge science relating to climate change in the oceans and to increase their capacity to develop basic competences in their students through the introduction of this knowledge into the curriculum. It will also provide teachers with complementary materials and support which will help them work on this content with their students in the classroom in a fast, efficient manner. This strategic group was created with the objective of supporting this methodology and to gradually keep adding members

among educational communities that will allow them to face new challenges and develop more products which will help increase the students' awareness and their commitment to transmit their message and knowledge to society, becoming ambassadors of sustainability and the reduction of the CO2 footprint in the oceans.

Strategic Partnerships for Schools Only

2015

For Learners Around the Globe

104,465.00

SK,IT,BG,PL,HR,UK,FR

Materska skola Juhoslovanska 4 Kosice, SK

Carmondean Primary School

The contemporary education for children in kindergarten and primary school is based on established methodologies for each of the countries of Europe. The strategies set out in these methodologies focus part of its objectives to social and cultural adaptation of the children. Social environment of each child is determined by cultural tradition based on the historical heritage and folklore of its country. Cultural diversity of Europe is the main feature of the future social environment of our children regardless of which country are born in. To ensure full social adaptation of children through education it is necessary to include the spiritual and moral values of a united Europe, in which they live. Our project work will focus in on three main themes: music, art and literature of different countries. The objective of the project is, by investigating folklore, to familiarize students with the traditions of one's own and of European cultures; to improve mutual understanding between children from different ethnic communities and backgrounds, develop their communication, musical and artistic skills. By realizing the project, we will create in children a sense of belonging to European culture and will help prepare them consciously and responsibly to live in United Europe. The teachers will develop their knowledge of European educational systems, methods of teaching and possibilities for cooperation. As one of most important aims of the project is to encourage and develop our use of technologies and learn from each other's innovations in their educational area. We should appreciate and respect not only the common between us but also our uniqueness if we would like to live together in united Europe.

The joy of sports and healthy living

96,315.00

DE,PL,UK,IT,CY,FI

Reinhard Lakomy Grundschule, DE

St Thomas RC Primary

Our collaborative project consists of 6 Primary schools. They are from Italy, Finland, Great Britain, Poland, Cyprus and Germany. Our partners include experienced international collaborators and first timers! Together we have many strengths and we are keen to learn from one another.

Our partnership proposal is to promote and explore sports and a healthy lifestyle, including diet, in a variety of European schools and cultures. This will be achieved by continuous, concurrent activities held in our schools and communities initially over a two year period. During this project information about sports and healthy living within each country will be researched, tried out, exchanged and evaluated. All of our activities will be as inclusive as possible and we will seek co-operation from teachers, pupils, their families and our local communities. A wide variety of exciting and motivating activities will take place which will facilitate the cross fertilisation of ideas and outcomes.

The children and staff from the partnership schools will produce fact-files, a logo, an anthem, artwork, a sporty Christmas calendar, videos, PowerPoint presentations, e-mails, a blog, web pages including eTwinning etc, which will be regularly exchanged and shared.

Our project will involve the joint making of; two separate sports' competitions, learning and teaching workshops, video conferences, interdisciplinary project days, class trips and presentations covering European traditional/heritage sports and games. As a legacy of the project, and to celebrate our achievements, we will create a collaborative, collective permanent artwork/installation in each school. It will illustrate our common understanding of healthy living (including playing sports) and it will remind us, daily, of our team efforts.

The pupils in each school will learn about traditional/heritage sports games from their families and the wider community. They will try them out and create new games too. The pupils will participate in a variety of different sports competitions. These events will become a regular feature of their school's calendar. Through these activities we aim to develop a deeper and more meaningful cultural understanding and appreciation of similarities and differences within Europe.

Looking at the diverse food, the attitudes to health, sports, the environment and self-awareness within each country, we aim to develop knowledge, understanding and respect of cultural diversity. Our project will promote the desire amongst learners to master modern foreign languages, ICT skills and basic life skills, such as reading skills, thus enabling our children to develop into active European citizens. In our project meetings hosted by Italy, Finland, Great Britain and Cyprus we will learn about different countries and their school systems. We also do different things, introduce places and give experiences that will support healthy life style and well being. We will get to know a local food traditions. In our meetings we can exchange ideas and plan and evaluate our activities.

The project's impact will further deepen through learning activities and joint staff trainings. The learning activities allow Polish and German pupils in particular to have first hand, unforgettable experiences during the planned workshops in Germany and Poland. These pupils will visit sport facilities, build models for a future sports facility, play sports, take part in PE lessons and create two new games together. They will also visit 'the way of fame' for Olympic medal winners in Cottbus, take part in sports lessons, cook together, create new healthy recipes and try them out. They will take part in a funny Olympics, dance and write a diary about the activities. Another project highlight will be the teaching activity events where all teachers of our partnership meet face to face and work together, do workshops with pupils in the host schools and share and learn pedagogical methods from one another.

When not working face to face we will communicate via video conference. Additionally our regularly updated and dynamic blog will ensure all pupils from all partner schools have equal ownership of and participation in the project.

We expect this project to be challenging yet hugely rewarding for all. Lifestyles will be improved and cherished. Our European identities will be enhanced and we will undoubtedly form lifelong friendships and develop lifelong skills.

Throughout the two years of the project pupils, teachers and parents will regularly evaluate and report results of our working.

2016

Constructing European identity through material and intangible heritage

92,905.00

ES,EL,TR,UK,PL,IT

INS Enric Borràs, ES

Knox Academy

This project is focused on knowing and learning about the European industrial heritage. We will work with a broad meaning of "industrial", not only material remains, also intangible topics. The heritage knowledge will motivate our students to learn about other countries' heritage, finding common connections and shared identity symbols. We hope to develop more than a history memory; we want to discover new industrial enterprises and consider what to do with the remains of the ancient ones. The second item in our project is related to language. All the schools taking part in the project are situated in the boundaries of Europe and their mother tongues stem from different origins, so English will be our language of communication. Furthermore our students will have the opportunity to learn about many different ways to be European. The third item of our project has to do with the use of new technologies. One of the goals of our project is that students get used to working in a network, sharing knowledge and studying in a cooperative way. To achieve this, we will use 3.0 tools that will allow our students to work together, using English, communicating what they have learned, raising their skills and helping them with their idiosyncrasies. We have created an etwinning project as the main communication tool between us. The students also get to know some tools related with GIS (Geographical Information System), and will develop an application to tablet or smartphone on industrial heritage. Our project is conceived to be multidisciplinary in order to approach new technologies applied to the project's topic, apart from learning English. Across the project our students have to learn how to communicate, plan and organize, all of them very important skills and well-valued in the work market. The participant schools are: INS Enric Borràs (coordinator) SPAIN Zespół Szkół w Nowej Słupi POLAND 4o Gymnasium Komotinis GREECE Knox Academy SCOTLAND Istituto d'Istruzioni Superiore Telesia ITALY We can ensure the cultural wealth of the project because of the diversity of partnerships: language, social environment, local landscape. All the cities involved have an heritage that worths to be known and one of our aims is develop some skills to make it easy to attain. Social backgrounds are also quite diverse. A diversity of backgrounds is, therefore, guaranteed. At the end of the project we will have achieved: *A local industrial heritage catalogue, including material remains and other forms of intangible heritage (like traditional food) *An interactive application with the main local industrial heritage and its description. *An educational platform to access and share the outcomes elaborated by the participants. *A mobile app to guide the visit of the industrial heritage. *A didactic guide to work with the resources listed above. How will we carry it out? *Each school will individually: -Prepare, record and share a traditional recipe -Locate and visit their own industrial heritage. -Take pictures and write a description. -Make documental research. -Elaborate the catalogue. -Learn the software we need to develop the project. -Translate all data in the proposed forms. -Share their knowledge through different ways (posters, infographies, social networks) *Collectively: -Create virtual bridges of communication on two levels: students and teachers. -Create a virtual portfolio -Create a web-page to access and share the outcomes elaborated. -Create a web-page to access and share the human experiences during the project. -Create the guide-lines of an "industrial" virtual itinerary -Know and compare the results of the different areas. -Visit other partners, share experiences and plan a schedule. New technologies will make possible the development of our project, using the resources we find on the net and GIS. We will try to use, were it possible, free software and 3.0 tools. We also expect that students that have participated in this program using English to learn and communicate will be aware of how necessary and rewarding it is to have a good level of foreign languages. We have foreseen some tools to evaluate the evolution of the project. Evaluation will start at the beginning of the project, once the project is in process, on the basis of feedback received from students and teachers involved in the project. After every semester exchange/transnational meeting, participants will be asked to fill assessment questionnaires. Other quantitative measurements (number of students involved, numbers of meetings, people attending seminars or workshops) will complete the picture. Once the project is finished, we will try to keep our outputs updated on a regular basis. Our intention is that the educational products that will be the result of these activities could be used in the future by other schools and even other public audiences.

From Papyrus to Stonepaper and Beyond - the Questions behind

206,275.00

DE,NL,ES,TR,EE,IT,UK,EL,PL

Grundschule im Beerwinkel, DE

The Edinburgh Academy

Our project – From Papyrus to Stonepaper and Beyond, is planned as a journey in developing exciting teaching and learning within a European framework. We aim to take a journey across our European past to explore our history, but use it to develop future good learning and teaching practice. To do this we have identified a subject which is based on the progress of paper and written communication over the centuries and developed a framework centred around "Five pillars of wisdom" which will take forward the student learning. This framework will encourage colleagues to take clear steps into cross curricular learning, innovative teaching, developing new methodologies, (e.g. using questions for better learning), and also encourage the effective use of self evaluation and targets. There will be significant focus on art and design as well as expressive arts. The nature of the topic encourages wide publication and sharing of work from the published word to public performance and through expressive arts workshop experiences. It fits well with all ICT and future thinking and has clear study routes through past European cultures. The whole project will be designed to encourage the development of healthy active minds and lives within our local communities and within our European community. Within our partnership we have a wide range of school types from small, isolated and rural to multi-stage / age urban models. In this project we will be nine schools and one associate partner in Belarus. We consider this to be a key strength of our group and feel comfortable and relaxed about the fact that there is not one specific approach to delivering the project successfully in our own communities and as a group. Over the years we have had a wonderful learning journey, and all of the partners have a strong sense of European Citizenship because of our work. We have seen at first hand how education can be delivered in a wide variety of school buildings and circumstances. Our vision for the future, and

for this project journey, is one where being an active European Citizen is at the heart of our cultures and the lives of those in our school communities. Our commitment as a group of European partners is to work together through shared aims, objectives and targets to increase the depth of the educational experience we offer to our pupils and staff. In doing this, we aim to raise attainment in learning through motivating our pupils and offering them exciting, real learning experiences. At the centre of this vision is a wish to offer our students innovative learning, in a modern, exciting and supported group structure with a clear membership of European Collegiality for our staff. Through committing to working together, we aim to unite and enhance the European dynamic of our curriculums and commit to delivering a project which will offer study routes to increasing our wisdom on the history, culture and ecology of our European past. Central to this will be a focus on the future and how through understanding economy, the development of ICT, ecological and environmental issues, we can work together to build a better future. Through offering our stakeholders clear European membership we believe that working positively together will increase the empathy and support for a united future. The project will offer many opportunities for the effective use of modern technologies and ICT to enhance communication, encourage the development of our European identity and to support the learning of a foreign language. Through the work of this project as a working European group of schools, we aim to develop:

1. Exciting and innovative teaching and learning
2. A sense of European unity and purpose
3. Real and worthwhile staff development opportunities to take forward learning innovation
4. Ways to develop real skills and understanding through enterprise linked to our colourful European cultural diversity
5. Enterprise at the heart of school community with cross generational co-operation
6. European group enterprise with whole group shared events
7. Healthy active lifestyles with participation and achievement recognised and encouraged
8. Inclusion for students of all abilities
9. Learning workshops with opportunity to participate in 'bigger learning experiences'
10. Wisdom on our heritage and an exploration of our European past
11. Learning modern languages with real contacts across Europe
12. ICT as a connection tool between our schools
13. Future thinking in relation to using ICT within the project structure
14. Student confidence to participate in new experiences as active contributors
15. Build a target led self evaluation model to include whole group developments
16. Encourage whole community involvement through structured school development
17. Exciting expressive arts events and exhibitions to engage the public with our work

Strategic Partnerships for vocational education and training

2014

Revival of Disappearing Architectural Professions

99,695.00

HU,UK,ES,IT,EE,RO,BG,LT

EK Egyesület, HU

Edinburgh World Heritage Trust

The long-term objective of REDIAPRO's partnership is a contribution to the forming of a small scale construction industry from traditional architectural professions, building customs and architecture-related handicrafts. The program makes a suggestion for re-linking the former connections between handicrafts and architecture while providing a working model for the comeback of arts and crafts to the architectural thinking and contributing to the revival of the old and disappearing building traditions. The movement's general aim is strengthening the local communities with preserving their unique culture and providing valuable professions, lifetime occupations locally, especially in rural and disadvantaged areas.

The program plans to collect all the disappearing architectural professions, building techniques and architecture-related crafts in order to conceive future strategies for them as part of the new workshop-based building industry. This aim is reached by a transnational research carried out through workshop activities held by the representatives, masters of the selected crafts. As part of these activities there will be talks recorded and short films shot with the profession representatives showing their every-day work and their thoughts about the future possibilities. Based on the research there will be a comprehensive study published by the members of the consortium about the possible played roles by these crafts as part of the new branch of building industry with important modern-time requirements taken into consideration like ecological thinking and sustainability. The study and the collection of short films popularizing craftsmanship will provide good basis for VET sector to change the current curriculum and to assemble new learning materials for new generations of artisans who are closely connected to constructional activities and restoration works.

The consortium consists of eight participating organisations with various profiles: architects, VET institutions, builders of traditional building methods, representatives of artisans, heritage professionals and restorers. The main product of the partnership will be an online platform containing the common study and collection of short films popularizing craftsmanship. The platform's main objective will be the creation of an international network with the same representatives that the partnership owns. This network with its registered users and forum possibilities will act as an international database and medium for exchanging best practices and realized examples while conceiving new project ideas and courses of actions in order to reach common goals of the growing community.

2015

Applicable Representation of City Centres with Heritage Importance

359,890.00

UK,LV,ES,HU,RO,PL

Edinburgh World Heritage Trust, UK

Applicable Representation of City Centres with Heritage Importance (APPROACH) has emerged from a multisector cooperation containing heritage, architectural and cultural organisations, municipality with architectural and media enterprises and a VET institution with media classes. The main objective of this transnational consortium is to assemble an online learning platform as an open educational resource, targeting firstly architectural, art historian and urban analyst students and parallelly media and web designer students in VET and on other levels. The main output of the programme is a 4-piece collection of interactive 3d city maps showing the centres of Edinburgh, Granada, Budapest and Lublin as non-formal educational tools. The creation of the animated models is based on a scientifically carried-out historical and urbanistic research collecting all available source materials, like old maps, perspectives and archive texts to be able to rebuild and represent the selected time periods of the cities - from their foundation to modern times. This approach gives the possibility to freely explore the urban environment in both space and time, collecting knowledge about the monuments and urban textile through interaction with the models. The multilingual content of the city maps will make them act as 3d visual dictionaries and can also function as content and language integrated learning resources. As a result of the

transnationally carried-out research a comprehensive study is also assembled by the research institutions showing the outstanding materials collected together about the analysed cities and summarising the steps of the product-oriented co-operation with the architectural and media enterprises. Its main purpose is to promote the project ideas among VET institutions and relevant stakeholders and this way to contribute to the creation of further educational contents similar to the products of this project. To help the same initiative a series of video tutorials and text descriptions is also assembled teaching about the creation of 3 dimensional interactive contents. The production of this online material is connected with a training programme also, in which blended mobility of VET students takes place combining virtual involvement with short-term physical mobilities. As a part of the training the media and web designer students are involved in learning, testing and this way into the creation of the final resource. The chapters of the material are to teach useful technics and methods about 3d modelling, composing animations and programming interactive functions in co-operation with for profit firms. In this way the training leads to the recognition of the latest trends of CAD, BIM and game development technologies, providing knowledge and competences with remarkable labour market relevance. With different techniques and target groups, all the outputs of the project provide working models and pathways for the easily intelligible visualisation of urban environment and monuments as well as for the integration of digital competences to the development of further educational resources.

FP7 / Horizon 2020

2007-2013: FP 7

GTICd

Project ID: 28387H

Funded under: FP7-IDEAS-ERC

Global traffic in illicit cultural objects: developing knowledge for improving interventions in a transnational criminal market

ERC-SG-SH2 - ERC Starting Grant - Institutions, values, beliefs and behaviour

From 2012-02-01 to 2016-01-31, closed project

Total cost: EUR 989 771.80

EU contribution: EUR 989 771.80

United Kingdom

ERC-2011-StG_2010112K

ERC-SG - ERC Starting Grant

Objective

The research seeks to push the boundaries of our understanding of, and social and legal responses to, trafficking in illicit cultural objects. The global market in illicit cultural objects is a structure of relatively rich consumers at one end of the supply chain (collectors, dealers, museums) and relatively poor looters at the other end, in source countries characterised by high levels of the 'natural resource' of cultural objects and low levels of policing resource to devote to their protection against looting (i.e. usually illegal excavation) and other forms of theft. While there has been some research into the market, compared to other international criminal markets such as the drugs trade, very little is known about the motives and activities of participants in the international trade in illicit cultural objects, their trading norms and routines, the pricing structures and criminal mark-ups, mechanisms of smuggling used in this market in order to avoid detection at customs and by other law enforcement agencies, etc. Even such apparently simple matters as the relative size of the criminal side of the antiquities trade are not currently known. Structures of international, and domestic national, law and regulation have been established in response to the moral concern the illicit trade raises, rather than being based on an evidence-oriented investigation of the practical elements of the trade mentioned. While some of these regulatory efforts have had modest success, for the most part they have been a failure in stopping the illicit trade, which continues today. This research proposal establishes a multi-method and multi-sited programme of research which aims to gather and analyse all available evidence on the trade, produce new measures of size and illicit activity using innovative methodological approaches and new data sources, and conduct ethnographic research into the illicit trade. All these data sources will be used to devise best practice in regulation.

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EU contribution: EUR 989 771.80

meSch
Project ID: 60085L
Funded under: FP7-ICT

Material Encounters with Digital Cultural Heritage

ICT-2011.8.2 - ICT for access to cultural resources
From 2013-02-01 to 2017-01-31, closed project
Total cost: EUR 5 667 600
EU contribution: EUR 4 499 990
FP7-ICT-2011-J
United Kingdom
CP - Collaborative project (generic)

Objective

meSch, Material EncounterS with digital Cultural Heritage, has the goal of designing, developing and deploying tools foU the creation of tangible interactive experiences that will connect the physical experience of museums and exhibitionQ with relevant digital cross-media information in novel ways. A wealth of digital cultural heritage content is currentlé available in on-line repositories and archives, it is however accessed only in a limited way and utilised through ratheU static modes of delivery. meSch will bridge the gap between visitors' cultural heritage experience on-site and on-linR by providing a platform for the creation of tangible smart exhibits, that will enable heritage professionals to composR and realise physical artifacts enriched by digital content without the need for specialised technical knowledge: thR platform will include an authoring toolkit for the composition of physical/digital narratives to be mapped to interactivR artefacts, and an embedded multi-sensor digital system platform for the construction of ad-hoc physical smart exhibitsò The meSch envisioning and realisation approach is grounded on principles of co-design, the broad participation oè designers, developers and stakeholders into the process, and on a Do-It-Yourself philosophy to making anS experimentation: hands-on design and making workshops will be employed throughout the project to inform and shapR development. Three large-scale case studies in different museums will provide test beds for the real-world evaluatioð of meSch technology with the public and cultural heritage stakeholders. The ultimate goal of the project is to support thR creation of an open community of cultural heritage institutions driving and sharing a new generation of physical/digitaO museum interactivesò

Coordinator

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MUSEO STORICO ITALIANO DELLA GUERRA, IT
STICHTING DIGITAAL ERFgoed NEDERLANDS, NL
STICHTING MUSEON (MUSEUM VOOR HET ONDERWIJS), NL
STICHTING WAAG SOCIETY, NL
UNIVERSIDAD CARLOS III DE MADRID, ES
UNIVERSITAET STUTTGART, DE
UNIVERSITEIT VAN AMSTERDAM, NL
UNIVERSITY OF LIMERICK, IE

4M
Project ID: 60047L
Funded under: FP7-ICT

Collaboration to Clarify the Cost of Curation

ICT-2011.4.3 - Digital Preservation
From 2013-02-01 to 2015-01-31
Total cost: EUR 1 655 100
EU contribution: EUR 1 484 310
FP7-ICT-2011-J
United Kingdom
CSA - Coordination and support action

Objective

The Collaboration to Clarify the Costs of Curation (4C) project will help organisations across Europe to more effectivelé invest in digital curation and preservation. Making an investment inevitably involves a cost and existing research oð cost modelling provides the starting point for the 4C work.

But the point of an investment is to realise a benefit, so work on cost must also focus on benefit, which must then encompass related concepts such as 'risk', 'value', 'quality' and 'sustainability'. Organisations that understand this will be more able to effectively control and manage their digital assets over time, but they may also be able to create new cost-effective solutions and services for others. Existing research into cost modelling is far from complete and there has been little uptake of the tools and methods that have been developed and very little integration into other digital curation processes. The main objective of the 4C project is, therefore, to ensure that where existing work is relevant, that stakeholders realise and understand how to employ those resources. But the additional aim of the work is to closely examine how they might be made more fit-for-purpose, relevant and useable by a wide range of organisations operating at different scales in both the public and the private sector. These objectives will be achieved by a coordinated programme of outreach and engagement that will identify existing and emerging research and analyse user requirements. This will inform an assessment of where there are gaps in the current provision of tools, frameworks and models. The project will support stakeholders to better understand and articulate their requirements and will clarify some of the complexity of the relationships between cost and other factors. The outputs of this project will include various stakeholder engagement and dissemination events (focus groups, workshops, a conference), a series of reports, the creation of models and specifications, and the establishment of an international Curation Costs Exchange framework. All of this activity will enable the definition of a research and development agenda and a business engagement strategy which will be delivered to the European Commission in the form of a roadmap. The consortium undertaking this project include organisations with extensive domain expertise and experience with curation cost modelling issues. It includes national libraries and archives, specialist preservation and curation membership organisations, service providers, research departments and SME's. It will be coordinated by a national funding organisation that specialises in supporting the innovative use of ICT methods and technologies.

Coordinator

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DET KONGELIGE BIBLIOTEK, NATIONALBIBLIOTEK OG KOBENHAVNS UNIVERSITETSbibliOTEK, DE
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DIGITAL PRESERVATION COALITION LTD, UK
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KEEP SOLUTIONS LDC, PT
KONINKLIJKE NEDERLANDSE AKADEMIE VAN WETENSCHAPPEN – KNA, NL
STATENS ARKIVEE, DK
UNIVERSITY OF ESSEX, UK
VEREIN ZUR FORDERUNG DER IT-SICHERHEIT IN OSTERREICH, AT

SHAMAL
Project ID: 21673^
Funded under: FP7-ICT

Sustaining Heritage Access through Multivalent Archival

ICT-2007.4.1 - Digital libraries and technology-enhanced learning
From 2007-12-01 to 2011-11-30
Total cost: EUR 12 286 870
EU contribution: EUR 8 398 290
FP7-ICT-2007-L
Spain
CP - Collaborative project (generic)

This project will develop and test a next generation digital preservation framework including tools for analysing, ingesting, managing, accessing and reusing information objects and data. The SHAMAN Integrated Project aims at developing a new framework for long-term digital preservation (more than one century) by exploring the potential of recent developments in the areas of GRID computing, federated digital library architectures,

multivalent emulation and semantic representation and annotation. The researchers' vision is: "For the longer term, SHAMAN will develop radically new approaches to Digital Preservation such as those inspired by human capacity to deal with information and knowledge, providing a sound basis and instruments for unleashing the potential of advanced ICT to automatically act on high volumes and dynamic and volatile digital content, guaranteeing its preservation, keeping track of its evolving semantics and usage context and safeguarding its integrity, authenticity and long term accessibility over time." (Project website). The project plans to deliver a set of integrated tools supporting the various aspects of the preservation process: analysis/characterisation, ingestion, management, access and reuse. Work includes trials and validation of the tools in three application domains dealing with different types of objects: scientific publishing and government archives, industrial design and engineering (e.g. CAD), and e-science resources. SHAMAN's dissemination and exploitation plans aim at actively fostering outreach and take-up of results and will be tailored according to the specific needs of the scientific / academic world and of industry users. SHAMAN's work will be coordinated with other digital preservation projects and initiatives at national and international level.

Objective

The aim of the SHAMAN Integrated Project is to investigate and develop a long-term next generation digital preservation (DP) framework and corresponding application solution environments for analysing, ingesting, managing, accessing and reusing information objects and data across libraries and archives. Three prototypical application solutions will be built on the basis of this framework environment will support the and trialling and validating of the result in scientific publishing, parliamentary archival, industrial design and engineering and finally experimentally also in scientific application domains. To achieve these goals SHAMAN is applying and utilising radically new and promising methods for supporting DP as the core of the approach. Within SHAMAN, the core functions are organized within the SHAMAN reference architecture. Utilizing this architecture the project will create a framework and application development environment supporting the creation of test-beds of Digital Preservation support infrastructures and services. The core services of the SHAMAN framework are constructed by integrating Data Grid (DG), Digital Library (DL), Persistent Archive (PA), Context Representation, Annotation, and Preservation (CRAP) as well as Deep Linguistic Analysis (DLA) and corresponding Semantic Representation and Annotation (SRA) technologies for simple and connected data types establishing, document, media, CAD, and scientific data, knowledge, and information collections. This will result in an unprecedented level of functionality and will lay the foundations for the long-term unification of knowledge preservation and analysis across domains within a distributed grid-based infrastructure.

Coordinator

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INCONTEC GMBH, DE
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PHILIPS CONSUMER LIFESTYLE B.V., NL
THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS, US
THE UNIVERSITY OF LIVERPOOL, UK
XEROX SAD, FR

3D-COFORR
Project ID: 23180J
Funded under: FP7-ICT

Tools and Expertise for 3D Collection Formation

ICT-2007.4.3 - Digital libraries and technology-enhanced learning (ICT)
From 2008-12-01 to 2012-11-30
Total cost: EUR 11 311 510
EU contribution: EUR 8 449 990

FP7-ICT-2007-H

CP - Collaborative project (generic)

New tools for the digitisation of cultural heritage artefacts will result in richer and more realistic representations, better documentation and higher cost effectiveness of digitisation. The project addresses all aspects of 3D-capture, 3D-processing, the semantics of shape, material properties, metadata and provenance, integration with other sources (textual and other media); search, research and dissemination to the public and professional alike. A strong technical research program is complemented by research into practical business aspects: business models for exploitation of 3D assets, workflow planning and execution for mass digitisation, socio-economic impact assessment; and above all the creation of a Virtual Centre of Competence in 3D digitisation. The establishment of the Virtual Competence Centre aims at bringing together the expertise and the technological resources necessary to support: mass digitisation of tangible cultural heritage objects, through benchmarking and validating technologies, defining workflows and procedural standards as well as plans for quality recognition of 3D digital artefacts and collections professional development through designing and developing education and training programs that provide cultural institutions with a deeper understanding of the potential of 3D technologies in cultural heritage. The 3D-COFORM consortium brings together 19 partners with sound expertise in 3D-digitisation complemented by a representative group of Cultural Heritage organisations, with the Victoria and Albert Museum as a full partner and collaborations from the Louvre, the Florentine Museums authority, the Museum of the Imperial Forums in Rome, World Heritage Sites in Cyprus and the Staatliche Museen zu Berlin. The consortium also contains organisations tasked at a national level with helping museums move in these directions: CNRS-LC2RMF, the research arm of the French National Museums and CultNat the digitization body for cultural and natural heritage funded by the Egyptian Government. The combination in 3D-COFORM of research and take-up activities will contribute to reinforce 3D-digitisation capability through advancing the state of the art in 3D-digitisation. The project will also contribute to reinforce the competence building in this domain by supporting continuous professional development through a Master program in 3D cultural technologies for cultural heritage. 3D-COFORM achievements and the results of the collaboration with the European Digital Library, "Europeana" will provide an important contribution to the European initiative on digital libraries.

Objective

The 3D-COFORM project will advance the state-of-the-art in 3D-digitisation and make 3D-documentation an everyday practical choice for digital documentation campaigns in the cultural heritage sector. The project addresses all aspects of 3D-capture, 3D-processing, the semantics of shape, material properties, metadata and provenance, integration with other sources (textual and other media); search, research and dissemination to the public and professional alike. A strong technical research program is complemented by research into practical business aspects: business models for exploitation of 3D assets, workflow planning and execution for mass digitisation, socio-economic impact assessment and above all the creation of a Virtual Centre of Competence in 3D digitization. The VCC-3D will act as a catalyst in enhancing the sector's capacity for mass digitization of 3D assets; the tangible artefacts of the physical cultural heritage of the world. The 3D-COFORM consortium brings together 19 partners, mainly former core partners in the EPOCH NoE, to form a world class team on 3D-digitisation complemented by an equally prestigious group of Cultural Heritage organizations, with the Victoria and Albert Museum as a full partner and signed-up collaborations from the Louvre, the Florentine Museums authority, the Museum of the Imperial Forums in Rome, World Heritage Sites in Cyprus and the Staatliche Museen zu Berlin. The consortium also contains organizations tasked at a national level with helping museums move in these directions: CNRS-LC2RMF, the research arm of the French National Museums and CultNat the digitization body for cultural and natural heritage funded by the Egyptian Government. The combination in 3D-COFORM of research and take-up activities (VCC-3D) will contribute decisively to reinforce 3D-digitisation capability and to the realisation of the objectives of the European initiative on digital libraries and its flagship project Europeana (Europeana Digital Library).

Coordinator

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CONSIGLIO NAZIONALE DELLE RICERCHE, IT
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UNIVERSITY OF EAST ANGLIA, UK
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HEROMAO
Project ID: 28299G
Funded under: FP7-NMP

PROTECTION OF CULTURAL HERITAGE OBJECTS WITH MULTIFUNCTIONAL ADVANCEW MATERIALS

ENV-NMP.2011.3.2.1-1 - Development of advanced compatible materialQ and techniques and their application for the protection, conservation and restoration of cultural heritage assets

ENV-NMP.2011.2.2-5 - Development of advanced compatible materials and techniques and their application for the protection, conservation and restoration of cultural heritage assets. Call Jointly Implemented with Serbia

From 2011-12-01 to 2015-11-30, closed project

Total cost: EUR 3 466 619

EU contribution: EUR 2 592 180

ENVIRONMENT

FP7-ENV-NMP-201L

CP - Collaborative project (generic)

Objective

The multidisciplinary research project will be directed towards the development of innovative environmental friendly materials with value added functions aimed to the protection of immovable Cultural Heritage assets. This project will cross-link an expert Pan-European team from the UK, Italy, Slovenia, Serbia and Russia, including experienced researchers and active participation of industrial partners - SME. The coordinated team work will be focused on the two historical objects located in urban (Serbia) and rural (Slovenia) environment, both having continental climate. The HEROMAT project investigation involves the chain of activities from the synthesis, establishment of the methodology for characterization and testing of novel protective materials through their pilot production and, finally, to the in situ application and monitoring on selected historical buildings, giving also their life cycle assessment. The outputs of this project will be a set of novel materials applicable for the protection of different inorganic mineral substrates providing multiple added functions: consolidation, self-cleaning and anti-microbial effect. The first layer will provide appropriate consolidation of the historical material, while the second layer will serve for its efficient protection. Additionally, the novel materials as a whole will possess good water vapor permeability. The connection between built-in and new materials will be realized through novel photocatalytic nanocomposites, anionic clays (layered double hydroxides) associated to TiO₂ and/or other semiconductors. Therefore, the overall goal of the proposed project is the improvement of the physical state as well as the resistance to degradation of the monuments sustaining their functionality and the aesthetic appearance through a long period of time. The HEROMAT project will contribute to an effective, long-lasting solution, keeping the authenticity of the cultural assets and having socio-economic benefits.

Coordinator

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GRADEVINSKO PREDUZECE HGP DRUSTVO SA OGRANICENOM ODGOVORNOSC, RS
JAVNI ZAVOD REPUBLIKE SLOVENIJE ZA VARSTVO KULTURNE DEDISCINE, SI
POKRAJINSKI ZAVOD ZA ZASTITU SPOMENIKA KULTURE NOVI SAA, RS
SANING INTERNATIONAL PODJETJE ZA SANACIJE OBJEKTOV DOO KRANJ, SI
ZAVOD ZA GRADBENISTVO SLOVENIJA, SI

2014-2020: HORIZON 2020

EMOTIVE

Project ID: 727184
Funded under:

H2020-EU.3.6.3.1. - Study European heritage, memory, identity, integration and cultural interaction and translation, including its representations in cultural and scientific collections, archives and museums, to better inform and understand the present by richer interpretations of the past

Emotive Virtual cultural Experiences through personalized storytelling

CULT-COOP-08-2016 - Virtual museums and social platform on European digital heritage, memory, identity and cultural interactions
From 2016-11-01 to 2019-10-31, ongoing project

Total cost: EUR 2 646 447
 EU contribution: EUR 2 643 447
 H2020-SC6-CULT-COOP-201^
 United Kingdom
 RIA - Research and Innovation action

Objective

Storytelling applies to nearly everything we do. Everybody uses stories, from educators to marketers and from politicians to journalists to inform, persuade, entertain, motivate or inspire. In the cultural heritage sector, however, narrative tends to be used narrowly, as a method to communicate to the public the findings and research conducted by the domain experts of a cultural site or collection. The principal objective of the EMOTIVE project is to research, design, develop and evaluate methods and tools that can support the cultural and creative industries in creating Virtual Museums which draw on the power of 'emotive storytelling'. This means storytelling that can engage visitors, trigger their emotions, connect them to other people around the world, and enhance their understanding, imagination and, ultimately, their experience of cultural sites and content. EMOTIVE will do this by providing the means to authors of cultural products to create high-quality, interactive personalized digital stories. The EMOTIVE project targets two main groups of users: 1. Authors: members of the cultural and creative industries in charge of creating interactive cultural experiences (i.e. interactive stories) and making them available to the visitors.; 2. Visitors: people experiencing the cultural site through a "World" created with the EMOTIVE Authoring System. They join in the available experiences when entering the site or when remotely connecting to the site's Virtual Museum object. The project results will be evaluated and validated in major cultural sites in Europe through an extensive network of cultural organizations and creative industries that have expressed their interest to the project.

Coordinator

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 EU contribution: EUR 489 620

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 EU contribution: EUR 241 891.20

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 INSTITUT NATIONAL DE RECHERCHE EN INFORMATIQUE ET AUTOMATIQUE, FR (?)
 KNOWLEDGE TECHNOLOGIES
 NOHO LIMITED, IE
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European Research Centre

NEW: <https://erc.europa.eu/projects-figures/erc-funded-projects>

FRRO: The Fragments of the Republican Roman Orators

Host Institution (HI) UNIVERSITY OF GLASGOW

Starting Grant (StG), ERC-2011-StG_20101124

[Summary](#)

Max ERC Funding 1 161 451 €

Duration Start date: 2012-02-01, End date: 2017-06-30

FRRO

Project ID: 283671

Funded under: FP7-IDEAS-ERF

The Fragments of the Republican Roman Orators

ERC-SG-SH5 - ERC Starting Grant - Cultures and cultural production

From 2012-02-01 to 2017-06-30, ongoing project

Total cost: EUR 1 161 451

EU contribution: EUR 1 161 451

ERC-2011-StG_2010112K

United Kingdom

ERC-SG - ERC Starting Grant

Objective

This project gathers together, edits and interprets the surviving evidence for the orators of the Roman Republic period whose speeches do not survive in complete form. Its scope includes material which is, or is preserved as if it is the actual words spoken by Republican orators as well as material about occasions when men spoke, who their audiences were, and the kinds of arguments they used in order to persuade. Cicero is the only Republican orator whose speeches are transmitted in their entirety; the work of his predecessors and rivals is scattered across the surviving texts of antiquity. By making the fragments and testimonia of all Republican orators accessible to the scientific field, this project will transform our understanding of Roman public life, political ideology, and culture. The Project Team based at the University of Glasgow and supported by an international Advisory Board, will i) prepare the edition of the fragments and testimonia ii) disseminate the findings of the project through a series of colloquia and a major international conference in 2015 iii) engage the scientific community with the project through invited colloquia and conference presentations and organised panels at other relevant conferences and scientific gatherings

Host Institution / Beneficiaries

UNIVERSITY OF GLASGOW

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EU contribution: EUR 1 161 451

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ISLAM IN ANATOLIA: The Islamisation of Anatolia, c. 1100-1500

Host Institution (HI) THE UNIVERSITY COURT OF THE UNIVERSITY OF ST ANDREWS

Starting Grant (StG), ERC-2011-StG_20101124

[Summary](#)

Max ERC Funding 1 320 788 €

Duration Start date: 2012-01-01, End date: 2017-07-31

Project ID: 28407^

Funded under: FP7-IDEAS-ERF

The Islamisation of Anatolia, c. 1100-1500

From 2012-01-01 to 2017-07-31, ongoing project

Total cost: EUR 1 320 780

ERC-SG-SH6 - ERC Starting Grant - The study of the human past

EU contribution: EUR 1 320 780

ERC-2011-StG_20101124

United Kingdom

ERC-SG - ERC Starting Grant

Objective

This project studies the transformation of Anatolia from a Christian to a majority Muslim society over the period c. 1100 to 1500 AD. Whereas previous research has concentrated almost exclusively on conversion, this study also emphasises the importance of acculturation to Islam, and thus seeks to understand the processes through which Islamic culture took root among the recently converted Turkish as well as Christian populations. Very little is known of the spread of Islam in the region, and the nature both of the religion and culture of Muslim Anatolia is little understood, even though these transformations gave birth to the Ottoman Empire, which played a vital role in shaping European history, and ultimately Turkey itself which remains a dynamic and much debated force in the modern world. This project examines the formation of Anatolian Islamic society through the extensive but largely unstudied literary evidence it has bequeathed us in the form of numerous Arabic, Persian and Turkish manuscripts. Despite work on individual texts, the contours of this literature as a whole are largely unknown, and many works remained unpublished. This project will create a publicly accessible database of the extant manuscripts produced and circulated in Anatolia during the formative period of Islamisation from the twelfth to the beginning of the sixteenth century, containing information on their contents as well as details of place and date of copying, patronage, and authorship. This will also represent a major contribution to the study of the literatures of Arabic, Persian and especially Turkish by providing a repository of reliable information about the early manuscript heritage of the region. The database's codicological information will be linked to mapping software providing for the first time solid data about the dates and places in which specific texts were circulated, illuminating the intellectual sources for the cultural and religious Islamisation of Anatolia

Host Institution / Beneficiaries

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EU contribution: EUR 1 320 780

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