



“Green Skills for Social Agriculture”

Report Project: Diòsd, Hungary November 7th - 11th 2016

Key points:

- All resources, surveys, photos etc. to be shared on our E –Twinning project Twin Space (just it is available). Each school to ensure a link to this site is on their school website. Each school website to have a dedicated page or area for Erasmus+ information. Each school is to have a display board (or similar) in a prominent place in the school building, so any visitors are kept informed about the project.
- All partners to access the Twin Space once a week minimum, and check FORUMS.
- Each Transnational Project Meeting consists of a period of time: 5 days, with a core 3 days of working; each Learning/Teaching/Training Activities consists of 7 days with a core of 4-5 days of working.

Main aims of project: Improvement in attainment in key subjects of 5% (Literacy, Maths, Science, English, ICT skills), Improved attendance, Shared best practice, Staff professional development 10%; Improved Language skills, Peer learning, Development of “soft skills” (team work, attitude, resilience, perseverance, problem solving, aspirations for the future etc.); Support to the students with few opportunities; Collaboration with stakeholders; Awareness that we are working in the sphere of national and European agricultural and food policies.

Item	Comments and action required	Action needed	Person/s responsible	Deadline
0. Introduction	<p>Present:</p> <p>Diòsdi Német Nemzetiségi Általános Iskola és AMI: Ferenc Leszák, Monika Ludescher, Krisztina Gyöngyösi, Edina Katalin Barna</p> <p>ZPG"Kliment Timiryazev: Bojidar Tsulev, Marija Timusheva, Dina Kirilova</p> <p>Scoala Gimnaziala Szacsvey Imre Oradea: Gabriella Pasztor, Kincs Grete, Ecaterina ElisabetaTunyogi</p> <p>26 Primary School of Kallithea, Athens: Margarita Papageorgiou, Theodora Manesi, Zoi Theodosi, Aikaterini Theodosiou</p> <p>IES SEVERO OCHOA : José Manuel Lopéz Jimenez, Beatriz Alonso Aransay, Belen Rodriguez Romero</p> <p>ITCG F. Niccolini; Alessandro Salvini, Simona Sacchini, Giovanni Mazzau, Nuccio Osso</p> <p>Erasmus+ grants were received by the Greek School on 4th of November 2016, and the Romanian school, not yet by the other partners.</p>			
1. Presentation of the partner schools	Each school presented its own territory, country and school (10' for each school) by ppt, internet..	Each school will upload its own presentation onto TwinSpace	All partners	End of November 2016

2. Masterpiece Food product chosen. Progress with project so far. (Work with link farm/business/company, work done with other stakeholders, including students)				
Eötvös József Német Nemzetiségi Általános Iskola és AMI	APPLE 1.The students and their parents from each class taking part in the project have been informed about the application, the topic and the main activities and goals of the two year work./September 16th/ 2. The relationship with an apple farm has been made(Sóskút-Érd)and a student visit has been prepared. 3. The 5th graders have visited an apple farm in Sárszentágota, where they could see the different types of apples/September 30, 2016/ 4. The 6th and 7th graders have taken part in a project day, a field trip uncluding a traditional apple harvest, they could learn some songs from the elderly people and after the hard work they had a common meal together/October 15, 2016/ 5. Some teachers have been informed about a workshop organized by the NA (Apple on trees), the topic was handling the conflicts in the school and early school dropping. Our colleagues couldn't take part, but we have discussed about the 2 main topics here at school. 6. The students from the final year(8th graders) have visited some secondary schools with agricultural profile to have more information on those high schools they would like to apply for. These schools were: Gundel Károly Catering and Agricultural Secondary School in Budapest, Kós Károly Agricultural Secondary School in Érd,		Ludescher Mónika, Gyöngyösi Krisztina, Leszak Ferenc, Barna Edina	22 nd November 2016

	<p>Vörösmarty High School in Kápolnásnyék- having a special department for agriculture/October-November/ 7. The school has contacted some companies:Csengő Tej-a milk producing company, Rauch juice producing factory and the University of Agriculture in Budapest./September-October/,all the companies were helpful and they are willing to work with u sin these 2 years. 7.The whole school was preparing for the first project meeting in Diósd(organized trips, competitions and workshops) On each activity students have written a summary /report, which will be uploaded on Twinspace.</p>			
ITCG Niccolini	<p>OLIVE TREE/OLIVE OIL - The students from 2AA, 2BA e 2AG forms met the owner of the business""Frantoio dei Colli Toscani", our stakeholder, who introduced his business: the idea of the business concept, setup of a business, the search for financial support, investments, programming, business plan, marketing. Questions and answers (29/09/2016). - "<i>Food in the art</i>": a didactic course on the most significant iconographic representations of food from prehistory up to nowadays (6-18 October 2016). - Harvesting of olives: experience the students have had in one of the stakeholder's olive groves (11/10/2016).</p>			8th November 2016

	<ul style="list-style-type: none"> - Visit to the olive mill: the owner illustrated the process of crushing (21/11/2016). - Sensory analysis: olfactory and gustatory evaluation to identify the good qualities, the characteristics of a quality oil compared to the industrial one (21/11/2016). <p>For each activity students write a report into the national language and in English that has been uploaded on Google Drive and, when it is active, onto the platform TwinSpace. Each report will be evaluated, as the individual participation to the external experiences.</p>			
26 Pimary School of Kallithea	<p>MASTIC</p> <p>The students –at the beginning of the project- have started working on the topic of ‘food’ and its culture, throughout time. They explore, by the help of literature and the sources on the web the Greek eating habits, foods that have disappeared over the years, as well as dietary guidelines towards a healthier way of living.</p> <p>The product,that has been named by Unesco as one of Greece’s cultural heritage-Mastic-derived from the mastic trees grown and cultivated only on the island of Eastern Aegean Chios, constitutes the focal point of the students’ activities throughout the project.</p> <p>One of our stakeholders, the University department of Health and Dietary Counselling is</p>			22 nd November 2016

	<p>to organise a seminar on the food pyramid and the importance of the inclusion of natural products in our daily diet focusing on the valuable ingredients of the mastic.(Beginning of December 2016).</p> <p>End of December 2016, a Christmas bazaar has been announced where all students will promote and present to teachers and parents as well as local representatives their masterpieces after having taken part in cooking and pastry workshops, and coming up with all sorts of recipes involving the magic mastic.</p> <p>The teachers and the school's students, grade five and six (aged 10-12) were informed by our main stakeholders-The Association of Mastic Producers of Chios-about a variety of things that have to do with the cultivation and harvesting of the mastic as well as the wide-indeed- range of the products that it is used, namely soda digestive water, soft drinks with the essence and aroma of mastic, a great many medicinal purposes, let alone naturally made cosmetics and the well-known from antiquity, chewing gum.</p> <p>Geography and science will help them be acquainted with the suitable climatic conditions as well as the fertility of the ground needed so that those trees grow and crops are well raised. A visit to the villages and the mastic groves is going to be organised by the Environmental</p>			
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	<p>Education Centre of Chios ,realised on the fields at the end of spring so that the students learn about special agricultural aspects they were not familiar with before, and gain first-hand experience of how laborious a task the harvesting and the cleaning of the mastic is. Before that, the students will visit a juice factory in Athens and are going to be guided around, gaining valuable information of the various ways the fruit is transported, peeled, canned or squashed before it becomes bottled or packed in cartons for consumption, so as to be familiar with the method of the equivalent juices that contain mastic essence as they are produced and bottled only on the island.</p> <p>The younger students will be involved in the dramatization of an old folk tale about the island and its precious trees, acting and singing the traditional songs usually heard during the harvest time and while cleaning the mastic, leading to their putting up a theatrical performance towards the end of the first year.</p> <p>For each activity, students keep a diary and write a report both in their mother tongue and English, which will be uploaded on an on-going basis on the twin space. Their reports will be evaluated so that there's constant improvement in the skills mentioned in the application..</p>			
IES SEVERO OCHOA	<p>ORANGE</p> <p>- 3rd ESO (15-16 y/o students) Project- research about the origins of oranges (and rice) in Spain.</p>			22 nd November 2016

	<p>Collection of oranges seeds to be planted.</p> <p>-4th ESO (14-15 y/o students) Projects of the different uses of oranges and rice, translation of the works to the English Language. Environmental curiosities, such as the use of canals system in salt lakes in Doñana National Park to avoid pollution from nearby mines. Anthropological effects of the cultivation of rice and oranges.</p> <p>- 1 bach (16-17 y/o students) Nutritious value of oranges and rice. Their use in the Mediterranean diet.</p> <p>- Contact through San Juan de Aznalfarache City Hall, meeting with one of our stakeholders, belonging to the rice industry, for the visits to the factory in March, when Spain is host.</p> <p>- Memo for parents, presenting the project and urging them to participate with their children in the future activities.</p>			
<p>Skoala Gimnaziala Szacsvey Imre Oradea</p>	<p>HONEY</p> <p>I. The Eco-System: Birds and Honey Bees. Theoretical and practical activities in classes 6. A, B, C and 8. A, B, C (4. Nov. 2016.)</p> <p>II. 50 students invited from our 41 classes met the owner of the business „HOLIAN API”, our stakeholder who made ppt presentations about the importance of the honey (as ingredient and healthy food), the major work of honey bees and their role in agriculture.</p> <p>- Sensory analysis: olfactory and gustatory evaluation to identify the good qualities, the</p>			22 nd November 2016

	<p>characteristics of a quality honey. - Questions and answers. (18. Nov. 2016.)</p> <p>III. Exhibition of honey bees made of paper by Preparatory class B (21.Nov. 2016)</p> <p>IV. Erasmus corner in our major building. (21-25. Nov. 2016.)</p> <p>V.Honey in literature. The story intitulated „The Beekeeper's Tale” by Esztergár Pál is divided on months and in the elementary classes is a recommended lecture. Reading and discussion. (28. Nov. 2016.)</p> <p>VI. For each activity students write a report into the national language and in English. (November 2016)</p>			
ZPG"Kliment Timiryazev"	<ul style="list-style-type: none"> • GRAPES/WINE • Grape-gathering - 60% of the students work in family vine massifs; students from 11D and 11J classes work in the school massifs – in the period between 23rd -24th September 2016. • 11A class- They have decided to create an educational training company called "Villa Melnik", which consists of the production of wine made from grapes. The training company is a simulated business. It is only used for training purposes and it does not operate with real money and commodities. It will be done from 4th until 11th October 2016. • The winery "Villa Melnik", which is popular with 			22 nd November 2016

	<p>its 300 ha own vineyards and the own production of wine from local and classic sorts of grape, will be visited. A conversation will be conducted with the winery's owners on 18th October 2016.</p> <ul style="list-style-type: none"> • Students from 11 A class have established the company and it will be registered in the register of educational training companies in the country. They have also developed the first version of the site of the company – 3rd November 2016 • Entrepreneurship Week - 14th November 2016 until 18th November 2016 • Students from 10A, B, 11A, B, 12A will be divided into 6 teams randomly and they will have to discuss a topic which is about - "What is your innovative entrepreneurial idea to solve the problem with the disappearance of the bees?" Each team, after a two-hour work, presents in front of a jury (which consists of two parents and three representatives of social partners) their solutions to the problem raised. 15th November 2017. • Students from 8d, 9d, 10d, 11d and 12c organize a week of healthy eating in the period between 21st to 25th November 2017. • Radio discussions and poll among students from the school related to healthy eating will be conducted. Presentation and tasting of healthy foods prepared by the students themselves– 23th November 2016. • Students from 9g (who have special 			
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	educational needs) color patterns of images with healthy food - 23rd November 2016.			
3. Decision on which schools are responsible for different aspects of the project				
<ul style="list-style-type: none"> ITCG Niccolini 	<p>Use of the communication and dissemination through the media: TwinSpace (materials, galleries, pages...), ETwinning live (Forum, webinar...), Cloud-tools, Google Apps (Blog, surveys ...), social media, Graphic items.</p> <p>Instruments to evaluate incoming basic skills at the start/end; survey of the expectations of students, parents and stakeholders.</p> <p>Production of a short report after each meeting to share with each partner.</p>	<p>Support colleagues, manage membership and monitor usage. Moderate Chatroom when used. Ensure deadlines for uploading.</p> <p>Collate and analyse results</p> <p>Produce reports on each Transnational Planning Meeting</p>	<p>The Italian Team</p> <p>The Italian Team</p> <p>Simona Sacchini</p>	<p>On going</p> <p>Start and end of the project</p>
<ul style="list-style-type: none"> Eötvös József Német Nemzetiségi Általános 	<p>Evaluation of all aspects of the project: project management, Implementation, assessment drawing up a shared plan of the expected impact of the project: 5% for students, 10% teachers.</p>	<p>Monitor progress (TwinSpace), Collate and analyse results (improvement 5% - 10%)</p>	<p>The Hungarian team</p>	<p>On going.</p> <p>Final Report at the end of the project</p>

Iskola és AMI				
<ul style="list-style-type: none"> ZPG"Kliment Timiryazev" 	Certifications of the competences for High and Secondary Schools	Collate and analyse proposals online; Devise criteria to share during the next meeting in Spain. At the end of the project two models: one for High school another one for Secondary.	The Bulgarian team	Devise proposal March 2017 in Spain Two definitive models March 2018 (In Volterra)
<ul style="list-style-type: none"> 26 Primary School of Kallithea, Athens 	Implementation: monitoring of all practical activities and these final results: project logo, Handbook of good teaching practices; Monthly Diary Monitoring of all partners' dissemination activities	Monitor progress and ensure all partners are uploading materials (TwinSpace). Gather all the materials and produce a " <i>Handbook of good teaching practices</i> " that is our final product. Monitor progress and ensure all partners are	The Greek team	On going and at the end of the project

		uploading materials (TwinSpace).		
<ul style="list-style-type: none"> IES SEVERO OCHOA 	Plan of sustainability: documentation of the activities and collaboration experiences between school and link farms/companies	Monitor progress and ensure all partners are maintaining good links and sharing that with partners. Regarding the plan of the sustainability see H.3 of the project.	The Spanish team	On going and at the end of the project
<ul style="list-style-type: none"> Scoala Gimnaziala Szacsvey Imre Oradea 	Handbook with basic knowledge of all Food products;	Monitor progress, ensure that all partners are uploading materials referred to the various activities (TwinSpace). Gather all the materials and produce a <i>"Handbook with basic knowledge</i>	The Romanian team	On going and at the end of the project

	<p>Survey of individual, group and school needs, support for disability and school disadvantage, methodologies to recovery of basic skills.</p> <p>This aspect of our activity is very important because it answers and emphasizes the second part of the title of the project "<i>Social Agriculture</i>" where the word "<i>social</i>" precisely indicates the chance to recover students with educational disadvantage and disability.</p>	<p><i>of all Food products</i>" that is our final product.</p> <p>Every school collates data of the different kinds of disability and disadvantages (cultural, social, economical); makes plans for their recovery. The Romanian school is responsible to gather all the materials and uploads the final results onto TwinSpace.</p>		
4. Final results and outputs				
• Project Logo	The logo of the project will have to be used for all communications activities, both in paper format	Each partner school is	All partner schools, with	End January 2017

	and online (within all web pages and electronic document) along with the official logo of Erasmus+, which provides greater visibility and homogeneity to the project.	responsible for its own logo. It will be chosen, firstly, from a selection by each school, uploaded onto TwinSpace where each partner school will vote the best, as winner logo.	the coordination of the Greek team	
• Handbook of all Food products	The Handbook collates the researches carried out by schools for the knowledge of the agricultural and food, product chosen and its distribution chain. It will be accompanied by elements referring to its main components: cultural, scientific, ecological, economical, mathematical, technological and agronomic regulations, including national and European regulations connected to the source / quality brands.	Each partner school is responsible for its own section of the Handbook	All partner schools coordinated by the Romanian team,	October-December 2017
• Handbook of good teaching practices	Didactic documentation for exchange of good practices in paper and digital format.	Each partner school is responsible for its own section of the didactic documentation (see Italian proposal in attachment, only	All partner schools, coordinated by the Greek team	October-December 2017

		as example!!)		
<ul style="list-style-type: none"> Monthly Diary 	Portfolio or DIARY with results from the project activities (in English); the students, which have created their own Blog, can upload it there, too.	The students of each partner schools upload their monthly Diary onto TwinSpace. (Italian team will send an example)	All partner school, coordinated by the Greek team	Every month
<ul style="list-style-type: none"> European Festival of products of quality "<i>I eat a masterpiece</i>" 	Each school is engaged in carrying out a promotional campaign dedicated to the agricultural and food product chosen.	<u>Definition of the European Festival:</u> The Commission of experts chosen by the Bulgarian school will select and award the best promotional campaign; in addition to the prize for the best advertising campaign the partners have agreed to award other prizes that will be defined in the next meeting (linguistic performance, stand and so	The Bulgarian Team	Learning/Teaching/Training activities: last meeting May 2018, in Bulgaria

		on...).		
<ul style="list-style-type: none"> E-Twinning Twin Space, Facebook, YouTube, Blog 	These are excellent dissemination tools, they should be regarded with a dense promotional activities, because they are much used by young people. They will be managed by teachers for students' safety.	Each school is responsible to upload all its own materials onto TwinSpace (video, files, photos,	All partner schools, coordinated by the Italian team	On going
<ul style="list-style-type: none"> Certification of competences 	Models of certification presented by Dina Kirilova for Bulgarian School and Giovanni Mazzau for Italian School.	These model certificates, together with that which will be presented by the Spanish partner, are suitable for High schools. In the same way the three Primary and Lower Secondary schools have to prepare the models and exchange them online. We will be able to discuss about all the proposals during the meeting in Spain. At the end of the	All partner schools	March 2018 Final models at the Transnational project meeting in Volterra

		second year, we have to have two models: one for High school and another one for Primary and Lower Secondary.		
<ul style="list-style-type: none"> Students' and teachers' Improvement 	<p>Literacy, Science, Maths, English, ICT.</p> <p>We have to define the criteria on which basis to assess: the improvement of 5% in basic subjects for students and 10% of the professional development of teachers.</p>	<p>For the students: at the moment it has been suggested to assess with marks at the beginning and the end of the project; for the teachers: during the next months each school will make suggestions so as to reach a synthesis at the meeting in Spain.</p>	<p>All partner schools, coordinated by the Hungarian team</p>	<p>Meeting in Spain March 2017</p>
<ul style="list-style-type: none"> Surveys 	<p>Starting and end of the Project</p> <p>Target: students, parents and stakeholders (I believe it's important for teachers, too – referred to the sustainability plan).</p>	<p>Each school administers the online surveys to the actors involved in the</p>	<p>The Italian school proposes the questionnaires</p>	<p>By the end of December 2016</p> <p>December 2016</p>

		<p>project.</p> <p>Each school hands out questionnaires by the end of December</p> <p>Italian school presents the results in Spain</p> <p>Each school hands out final questionnaires after meeting in Bulgaria (2018)</p> <p>Italian school will upload onto TwinSpace the results by the end of the project for the Final Report.</p>	<p>The Italian school collates and analyses results</p>	<p>Intermediate results in Spain –March 2017</p> <p>July-August 2018</p>
<ul style="list-style-type: none"> Sustainability and dissemination 	<p>These are two among the most important aspects of the project.</p> <p>The Spanish and Greek schools should remind and urge the dissemination actions each school has to carry out on a monthly basis, monitor</p>	<p>Each partner will have the responsibility to promote and spread the ongoing project</p>	<p>Each partner school</p> <p>The Greek and Spanish teams monitor</p>	<p>On going and at end of the project</p>

	<p>that these actions/events are uploaded onto TwinSpace. Compulsorily, as this is one of the main instruments of dissemination and guarantees a great visibility.</p> <p>Such actions/events are described in the attached card (conferences, seminars, collaboration with the press, meetings with stakeholders, associations, interviews, advertising material to be distributed in the territory ...)</p>	in order to optimise its value and the impact in the reference contests.	and collate the sustainability and dissemination actions of each partner.	
5. Review original application and plan two years	<p><i>1st year: research and analysis of the cultural, scientific, ecological and economical components of the food product chosen;</i></p> <p><i>2nd year: completion of research on the product; promotional campaign for the European Festival of the food of quality “I eat masterpiece”.</i></p>			
6. Fix dates, venue and aims for next meeting.	<ul style="list-style-type: none"> • Learning/Teaching/Training Activity in Spain <p>students:</p> <ul style="list-style-type: none"> • present the summary of their research on the product • discuss with teachers on how to organize the final event "European Festival of quality products" <p>teachers:</p> <ul style="list-style-type: none"> • carry out an interim evaluation of the activities, the results obtained, the first products made. 		The Spanish Team	19th-25th May 2017

	<ul style="list-style-type: none"> decide on the activities of the 2nd year project. 			
7. Dates for next meetings	<ul style="list-style-type: none"> Transnational project Meeting in Romania – End October – Beginning November 2017 Transnational project meeting in Italy – End March 2018 Learning/Teaching/Training Activities in Bulgaria – End April – Beginning May 2018 			
8. Any other business.	<p><u>All Transnational mobilities reporting</u> - After each meeting</p> <p><u>Transnational Planning Meetings</u>: Hungarian, Romanian, Italian schools organise activities, transport and accommodation</p> <p><u>Learning/Teaching/Training Activities</u>: Spanish and Bulgarian schools organise activities, transport and accommodation</p>			

In addition to the project work, the following activities took place in Diósd:

- Meeting with the Mayor of Diosd**
- The group also attended a meeting with the Mayor of Diosd, Bogo Laszlo.

- The mayor explained that the area has attracted many people from Budapest because the life here is cheaper and close to the capital city. For this reason Diòsd must build a new school and support them. He appreciates the value of projects like Erasmus+ and often meets children from abroad who are in the area with projects. It is very important that Diosdi Eötvös József Német Nemzetiségi Általános Iskola és AMI can show its commitment to the project and by introducing the European partners and explaining about the Erasmus+ project, the Mayor can see how actively committed they are. He has a very good impression about the project and hopes for long lasting relationships with the partners.
- Mr Ferenc Leszak, the principal of Diósd Német Nemzetiségi Általános Iskola és AMI, introduced the peculiarities of his School, he presented the multiple realities, the future prospects, also the result of the enlargement of the spaces due to the strong increase of the school population. He was also talking about the modern container buildings, which now in the transition period, till the new school building will be finished, hosts 6 classes. The headmaster also outlined the importance of this project, the interculturality, the impact it will reach in helping the students reach a 5% improvement in basic skills and for the teachers 10%.
- A Group of students of Primary school have welcomed the guests with dances in the costumes of the Hungarian tradition, having the apple as the main topic.

- **Visit to Apple Factory Rauch**

The group of partner schools visited also Apple Farm Rauch. The Rauch Group is by far one of the largest producers of fruit juices and ice tea, but also plays an important international role. Rauch, born in 1902 as a family business in the field of manufacturing of cider, it is then converted to the production of apple juice. Since the '60s the company has given a strong acceleration in growth through the expansion of the productive base in all sectors of fruit drinks by promoting territorial expansion into other European markets. Rauch (which also controls the Fohrenburg brewery in Austria) currently has 1,400 people in its staff and exports to 70 countries. The export covers over 50% of production that shows that Rauch is an international company. The strategic brands of the group are Rauch, Happy Day, Bravo, Nativa and Rauch Ice Tea. Rauch also produces and bottles for third parties. The partners were guided into a complete visit to the factory from when the apples come to the packaging of apple juice.

- **Tour of the school, Workshops**

- The partners have actively participated in various workshops organized by the school: students of the last year of Lower Secondary school(age: 14-15) have involved the teachers in the experiences and scientific chemical and culinary

experiments, in which the apple was always the main ingredient. 7 different workshops were taking place in different classrooms/Physics and Chemistry-apple as the main ingredient for the experiments, apple pie made by 7th graders, the workshop of archery in the times of William Tell, decorating handmade soap with apple motive, a cheese manufacture has made a presentation on different types of products and outlined the possibilities of working in the agricultural field, giving ideas for students who are in the last year of Lower Secondary school for choosing their profession.

- The local press and television have carried out interviews with partners on the contents and objectives of the Erasmus + project.
- A further valorisation and dissemination event of the project was offered by many parents who had organized a culinary competition to decide the most beautiful, the most creative and bizarre apple pie. There have been more than a hundred cakes that partners have tasted to designate the winners.
- Very interesting was the educational presentation of Nora Gallo, an expert of dietetics about healthy food according with the Recommendations of WHO. The students, under the guidance of the expert, prepared a fruit salad for lunch from the step of how to wash their hands to the final product.

- **Visit to the Parliament in Budapest**

The school had obtained authorization for a guided tour, in English and French, to some rooms of the palace. In front of the crown, and the statues of the various Hungarian kings, the guides told the fundamental events of Hungarian history. The link to the topic was the orb, which in Hungarian is also used as ‘the apple of the country’.

The whole Transnational meeting was very well organised and partners were welcomed by the principal, teachers, students and parents, making us all feel we are a very a good team.

List of the tasks

Tasks on which schools are responsible for different aspects of the project:

- Use of the communication and dissemination through the media (H2)-**Italy**

- Implementation: monitoring of all practical activities and all final results (project logo; Handbook of good teaching practices; Monthly Diary...) (G) -**Greece**
- Handbook with basic knowledge of all the products (G1)-**Romania**
- Assessment drawing up a shared plan of the expected impact of the project; 5% progress in students' basic skills, 10% progress of teachers' English language skills (H1)-**Hungary**
- Model of certifications of the competences (E)-**Bulgaria**
- Instruments to evaluate incoming basic skills at the start/end; survey of the expectations of the actors involved, inside and outside the school (F1)-Survey of individual, group and school needs-**Italy**
- Support for disability and school disadvantage, appropriate methodologies to the recovery of basic skills (E1)-**Romania**
- Plan of sustainability (H3): documentation of the activities and collaboration experiences between school and link farms/companies;-**Spain**
- Monitoring of all partners' dissemination activities (H2)-**Greece**