



Education and Culture DG

Lifelong Learning Programme

Application Form

Call: 2011

Partnerships

Form version: 2.7 / Adobe Reader version: 9.402

D. PROJECT DESCRIPTION

Please note that this section must be completed jointly by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

D.1. SUMMARY

Summary of the planned partnership in the communication language of the project. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise.

After a successful Comenius partnership from the point of view of the quality of work and relations as regard teachers and students, the European institutions from Bulgaria, Italy and France are ready to cooperate within a Comenius multilateral partnership project from August 1, 2011 to July 31, 2013 enlarging the cooperation to partners from Turkey, Romania, Poland and Estonia.

These institutions' aim at reinforcing the European dimensions of learning and practising languages at school while treating a student-centered topic: traditional food.

The field of this partnership will span from discovering cultures to popular genuine traditions throughout geography, history in order to enrich each partner's knowledge of other countries. As a matter of fact, traditions and customs are linked to gastronomy and authentic products and this partnership offers students and teachers the opportunity of discovering the traditional food as belonging to the peculiarity of an area. The partners will be aware of cultural environmental healthy aspects of food. We know that, throughout this partnership, everyone will improve his competences and will learn new ways related to social relationships, team work and organization and information systems. We stress the fact that direct connections between people are the best way to practice languages and to be eager to learn them.

This project aims at contributing to the emergence of one European identity for the students of European schooling establishments by favouring the exchanges and confrontation with other countries through communication and information technologies, through project meetings and participation in international culinary exhibitions.

D.2. RATIONALE

Please describe the motivation for this project and why this project is needed.

Schools want to take part in cooperation activities because they all believe that gaining knowledge of each partner's traditions, culture, habits, young people from these different nations will be able to accept each other and realize that they belong to a common European family.

As far as the project deals with the food we also want our students to realise how important healthy eating habits are. We expect to conceive friendship between young people with different interests, and to develop cooperation between them by putting them in actual situation to demonstrate their professional abilities they have to acquire and compare them to those of other countries, contributing to future development of EU.

D.3. PROJECT OBJECTIVES AND STRATEGY

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

The objectives of the partnership are:

1. To enhance creativity, challenging, professional integration and initiative, enterprising and fair trading.
2. To develop each one's capacity to communicate in a foreign language, to learn a specific vocabulary. To enlarge students' and teachers' cultural horizon by connecting to the history, the geography, the traditions of the countries of the partnership.
3. To train students to rediscover the traditional food of their countries and raise their awareness about food-health issues
4. To collect, classify information and communicate.
5. To discover the European cultural diversity.
6. To evaluate and compare the evolution in food habits during the ages as they will put in comparison their diet to the ones of the past generations.
7. To discover the relationship between cuisine, life style and social development.



8. To see how the eating habits changed in the course of history.

9. To create a network of European partners.

10. To promote vocational education.

In order to achieve these objectives we will use the following:

1. Each partner country has to collect information about local and national specific food.

2. Exchanges of the information collected between teachers and students involved in the project during the study visits or via e-mail, internet.

3. Organizing exhibitions, production and dissemination of information materials. Teacher, students, parents, local authorities, mass-media and private companies will be invited to attend these exhibitions.

4. Creation of a website and CD as a training method for students and teachers.

5. Shaping the information into a clearly defined chosen form in the course of the project visit.

6. Promotion of these instruments in all our schools activities.

The access to the EU gives new and old countries a lot of possibilities but it also brings many problems.

If you don't know something you may be afraid of it and working on this project connected with traditions, history and food gives all the countries opportunities to know each other better. With the project we want to break the stereotypes and give the students and teachers opportunities to know each other better. They will learn tolerance and live experiences of friendship during the meetings we have planned. We will adopt the method of learning by doing practical activities, such as drawing, building a web magazine, writing and cooking. The themes will deal about history, traditions, civic education, art.

D.4. RESULTS AND OUTCOMES

Please fill the following table with the expected results, including products if relevant.

No.	Approx. date	Description
1	September/ October	Creation of a webpage which leads to a better understanding and use of foreign languages. Competition for the best logo of the project.
2	October	CD with winter traditions and recipes of traditional food.
3	December	Photos of decorated Christmas trees and Christmas dinner, New Year's celebration. Exhibition of winter traditional meals.
4	January February,	Collecting data about spring traditional feasts and food related. Collecting data about recipes.
5	March	Recipe book which promotes healthy lifestyle / diet change.
6	May, June 2012	Comenius day – exhibition of the products, made by students. Presentation of the products, post pictures on the website, written account of the meeting.
7	September	A questionnaire will be made. The topic will be : "What are the eating habits of young people?"
8	October,	Experience The Raw & Genuine Countryside Traditions. Students are going to learn how to prepare home-made traditional dishes that are going to disappear. In this way they will become more open towards the culture of other people.
9	November, December	Contact with "Slow food organizations" in each partnership country.
10	January 2013	How to make home-made dishes. Video of the activity.
11	March	Preparation of the nutritional board of the dishes. Report on the environmental impact of our eating habits.
12	April	All information will be put in the website.



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No.	Approx. date	Description
13	May, June	During the last meeting we are going to sum up the project work and evaluation of the activities. Articles about each meeting will be sent to local press.

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D.5. EUROPEAN ADDED VALUE

What is the added value of your project towards a more intensive European cooperation?

It will enhance the educational quality of the new generation. This kind of European cooperation will enable them to tackle the new situations emerged with the impact of the enlargement of EU. To encourage and motivate them to be more mobile in the future within EU and take advantage of the Erasmus programme later on to conduct part of their university studies in a partner country.

Very important benefit will be breaking the stereotypes.

The benefit of cooperation is the multicultural experience lived by students who will improve their knowledge of each other's habits. Young people from European countries will be more tolerant and open to diversity and more confident in using foreign languages when communicating with each other.

Students will improve their language skills and use modern ICT in their cooperation and enrich their knowledge about the variety of European culture.

Introducing linguistic and cultural diversity arising from European consciousness will awaken the mind and the school will open up all students to value what authentic, civic sense, responsibility, citizenship. Laying the foundations of an educational project connecting different European educational institutions to set up an optimal way for students to use English as a means of communication, giving them the same time opening a European framework for cross-cultural skills and knowledge gained from, colleagues in the framework of linguistic exchanges will strengthen our students' confidence in their abilities, there are benefits for both sides. Students can observe and analyze independent perspectives, practices, aspirations of young people from different countries, becoming more aware, more interested in national values in the context of exploring other cultures.

D.6. IMPACT

What impact do you expect partnership activities to have on persons (pupils/learners/trainees and staff) and on the participating institutions?

- The students and teachers will benefit from practising a language, discovering new cultures, history and geography thanks to this opportunity. By speaking with native people, the students will go over the language barriers and will get the self-confident in their capacity to use a foreign language. They will appreciate speaking to foreigners and they will show a better interest in languages.

- We must be able to communicate. It is a basic need. Obviously we need a common language which will be English. This partnership will contribute to improvement of their English skills. But we must keep in mind that the EU is a multilingual community and must remain so. So the students will be encouraged to discover the other partners' languages and learn a few basic words and phrases.

- This project will develop the students' creativity and motivation offering linguistic exchanges in real situations. It will also offer knowledge of other educational systems and training places.

- This project focuses on traditions, through the presentations and preparations of recipes according to the traditions of each region of the project.

The project will have an impact on all the categories involved:

- the students will be able to use the new technologies (blog, website, CD-ROM); investigate and identify healthy food, its quality, the environmental impact; each student will have the opportunity to talk about his own national values and their importance in the enrichment of European ideas; students will be able to produce the healthiest culinary products from the European countries involved in the project.

- the teachers will integrate the data and the results of this partnership in their lessons; will be able to improve their knowledge of IT technologies; will develop their knowledge of foreign languages and other European cultures.

- the parents will become aware of the importance of healthy eating, of the interest of the schools in this project for the



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health of their children and the quality of the educational process.

- the local communities will benefit from the experience acquired by the students during the project, offering them the chance to find a job much easier.



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E. PROJECT MAIN FOCUS

E.1. RELEVANCE TOWARDS THE OBJECTIVES OF THE PROGRAMME

Please enter the programme objectives addressed by your project.

- To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States (COM-OpObj-1)
- To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme (COM-OpObj-2)
- To encourage the learning of modern foreign languages (COM-OpObj-3)
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (COM-OpObj-4)
- To enhance the quality and European dimension of teacher training (COM-OpObj-5)
- To support improvements in pedagogical approaches and school management (COM-OpObj-6)

Describe the relevance of the project in your context (national and/or regional or other) and in the context of the programme objectives chosen by you.

Once into the XXI century, we look into the future of Europe and become aware that it will be shaped by our young generation. Will we, their teachers, succeed to create attitudes and skills with which young people may fulfill the mission in an open-minded way? Will we succeed through Comenius partnership, to shape a peaceful, united and prosperous European future?

Surely we must be able to communicate. It is a basic need. Obviously we need a common language which will be English. This partnership will contribute to improvement of their English skills. But we must keep in mind that the EU is a multilingual community and must remain so. So the students will be encouraged to discover the other partners' languages and learn a few basic words and phrases.

Due to the fact that we are going to use modern technology in communication, this will contribute to the development of innovative contents which the students will later use in their professional life.

School partnership form will encourage integrating all educational needs of pupils in daily school life and help reducing dropouts in schools by giving the students a new motivation through the European dimension.

Students will be challenged to create a logo for the project. The best logo will be selected by all the students and will be awarded.

E.2. TOPICS

Please list the main thematic area(s) of your partnership (max. 3) or complete under "other" if it is missing from the list.

European citizenship and European dimension (TOPIC-17)

Health education (TOPIC-24)

Learning about European countries (TOPIC-29)

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E.3. EDUCATIONAL/TRAINING FIELDS

Please list the main educational and/or training field(s) (max. 3) in which partnership activities will be implemented.

Foreign language (0109)

Health education (010g)

New technologies (010i)

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E.4. KEY COMPETENCES

Please enter the key competences addressed by your project.

Communication in foreign languages (KC2)

Learning to learn (KC5)

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E.5. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your project.

- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- Cultural and linguistic diversity (CulDiv)
- Fight against racism and xenophobia (RacXen)
- Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- Equal opportunities men and women (Equal)
- Sexual discrimination, orientation (SexDis)
- Racial or ethnic origin (RacEth)
- Age (Age)



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F. PROJECT IMPLEMENTATION

F.1. DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

We are going to make a recipe book with recipes of traditional and local food from each country. A special Comenius day will be implemented in each participating institution with an exhibition of the products, workshops about the Comenius programme and a school paper. All schools are going to get in touch with " Slow Food" organizations from their countries and learn more about their philosophy.

We will invite representatives of the local authorities, municipal or regional authorities.

We are going to share our experiences with other schools who are planning to start a Comenius project.

We are going to invite local or national press.

Gradually we are going to show our work to other students and their parents during the assemblies. Every activity we have taken part and every product we produce will be displayed on our web site.

Partners will organize an exhibition, every country is going to make a movie "How to prepare a traditional food"

Given its coordinating role, Bulgaria will be in charge of:

- Providing general management of the project, so that it is conducted in good conditions, according to the plan agreed between all partners;
- Establishing and conducting workshops with colleagues in partner schools;
- Writing final reports and surveillance of the final product;
- Maintaining an optimum flow of communication with partner schools.

As a result of the discussions between partner countries we agreed to:

Turkey and Italy - will be responsible for logo creation, suggestion of cover for common bulletin, photo and graphic tasks for theme.

Estonia and Bulgaria will be responsible for creation of blog and website.

Poland and Romania will be responsible for the recipe book.

France will be responsible for the questionnaire about eating habits of young people.

F.2. COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions will be organised.

All the activities will be planned by all the participating institutions involved in the project. We, as teachers have our private mails, skype names and we are going to use them for communication.

On the other hand, students from participating institutions are going to exchange materials and information by internet, telephone, fax, e-mails. A web conference will be held, a blog will be created.

Mobilities will help young people to gain learning experiences and live the European dimension and develop skills in team working.

This Multilateral partnership will also be a good opportunity to meet new friends on the location of the planned mobilities to each other countries.

Each school will organize a contest in order to select the students who are going to participate in the project. The criteria on which the students will be selected are: professional training, foreign languages, interest in working with other people and cultures, IT skills.

The teachers' team will be composed mainly of: Teacher of Culinary Arts, IT Teacher and Teachers of English, Biology, History, Chemistry. They will train the students and the other teaching staff involved in the project in all the planned activities.



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F.3. PARTICIPANTS' INVOLVEMENT

If your partnership focuses mainly on pupil/learner/trainee involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how all relevant staff will be actively involved in planning, implementation and evaluation of project activities.

School will encourage students to be active with group work according to their interests. They are going to take part in all stages of preparation, organization of materials, creation of products.

In order to promote the integration into education, training students from disadvantaged families and from Romany minorities from Bulgaria will take part in mobilities. Students with special needs from Italy are going to take part in the mobilities too.

Students from participating institutions are going to design a draft of a project logo. They are going to choose the best logo and decide what award will be given to its designer. They are going to search information about festivities and prepare a Power Point presentation and send it to other participants.

The students are going to make a recipe book with traditional and local recipes. They are going to design the book which will be given to all the partner schools. It should include indications, regarding phonetics. Each partner is going to prepare version in its language. During partner's meeting students are going to design the book.

After the meeting the students are going to write a report with their personal impressions and post it on the blog.

For the Comenius day the students are going to arrange an exhibition with the products made by each of the participating countries.

The students are going to learn how to prepare home-made traditional dishes and make a video of the process.

They are going to prepare the nutritional board of the dish that is going to be cooked.

Students and teachers from each country are going to complete the blog with their experiences and opinions about the work of the project. Photos, videos, and other documents will be published in our blog

The students will learn the names of the traditional dishes of the countries involved.

They will be part of the jury which will taste and choose the best dish made by students and teachers during the last meeting.

The activities will be organized by teachers to help students to prepare presentation and every product presented in the project in opening doors operations or feasts.

Teachers will help their students to get in touch with " Slow Food organizations"



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F.4. INTEGRATION INTO ONGOING ACTIVITIES

If your partnership focuses mainly on pupil/learner involvement, please explain how the project will be integrated into the curriculum/learning activities of the participating pupil/learner/trainee in each of the participating organisations.

And/or

If your partnership mainly deals with pedagogical or management issues, please explain how the project will be integrated into the ongoing activities of the participating organisations.

The project leads to an enhanced use of ITC. Project activities will be integrated into regular curriculum. Different subjects will contribute to the development of various intercultural educational activities. The project work is cross-curricular, involving History, Religion, Social Science, Native and Foreign Languages, Art, Chemistry and Biology.

The Art and the ICT teachers will help the students with the creation of the logo.

During ICT lessons the students will have the opportunity to work on Power Point presentations and the blog.

Special time will be devoted for the implementation of the Comenius programme by the students and teachers

During our national language lessons we are going to find information about our traditions and then we will translate them into English during our English lessons.

During English lessons we are going to write a plan of our Comenius day.

During their chemistry lessons, together with their teachers, students are going to collect information about nutritional diets.

As far as the second part of the project, the presentation to the partners of the typical dishes, their preparations and presentations other teachers will be involved in the project.

Participation in this project will give us the opportunity to share with other staff and students of the school the educational experience from the training. Formal and non-formal discussions, photos, flyers and brochures, teaching material purchased could be genuine sources of contact with another cultures for my colleagues and for our students. These sources can be used in different subject areas and disciplines (Modern Languages, History, Geography, counseling, etc.). Students and teachers involved in educational exchanges with European schools are aware of successful civic spirit, uniting their efforts to revitalize the school.



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F.5. EVALUATION

How will you evaluate, during and after the partnership, whether the aims of the partnership have been met and the expected impact has been achieved?

Methods of Evaluation

1. Meetings/informal discussions with parents, students, colleagues for the circulation of impressions, opinions, feelings with reference to the contribution of the project.
2. Questionnaires for students, teachers and parents to see how European culture contributed to the activities undertaken in each school.
3. Round table with the Comenius project partners: teachers, students, school managers, the inspector in charge of international cooperation programs, local community representatives, private company managers to record progress in school activities and the impact of the project on the local community.
4. Project activities as a means of assessing the students' acquisition of foreign languages, European cultures and traditions.
5. Student portfolio as a complex assessment tool which contains worksheets, information and documentation on individual national values with reference to the European educational dimension.
6. Inter-school exhibition of photography, painting, drawing with European issues.
7. Analysis of documents/reports in school which reflect the quality of training and performances, continuous formation offered by the project and its impact on the educational system in the school.

A. Students activities:

- Increased efficiency and better results in the assimilation of English;
- Desire to become competent and a real professional (vocational classes);
- Developing an attitude, directed to finding and solving problems;
- Encouraging creativity, innovative spirit in scientific, technical, artistic school;
- Capture attention, enrich the student's perceptual experience through intuitive learning materials;
- Higher interest in the study of modern languages, given by the possibility of pursuing knowledge of foreign languages between European schools over the Internet;
- Achieving optimal positive behavioral transfers: student-student, student-teacher, responsiveness and greater involvement in school and extracurricular activities;

B. Teachers' activities:

- More receptive to modern information and communication techniques;
- Amplification desire of self-improvement, open to self-evaluation;
- Design of teaching activity taking into account European considerations which can be used in the educational process;
- Involvement in intercultural activities, especially for vocational teachers, with the possibility to exchange experience with similar frameworks in the European educational systems.



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F.6. DISSEMINATION AND THE USE OF RESULTS

How will you disseminate and use the results, experiences and, where applicable, products of the partnership?

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

Dissemination of results will be done in the following stages:

- Presentation, in the school auditorium, of the project;
- Presentation of each project meeting to the teaching staff and students;
- Presentation of participants' portfolio in each class, with the support of teachers - head teachers;
- Arranging boards and exhibition about the activities undertaken in the countries participating in the project;
- Presentation of all educational project to a circle of teachers from the other local schools.
- Organisation of a special Comenius day which will be implemented in each participating institution with and exhibition of the products, workshops about the Comenius programme. We will invite representatives of the local authorities, municipal or regional authorities.

The following activities will help to the dissemination of the project:

- Presentation of the project using reports, power point presentations, photos, boards, etc. The target groups are students, teachers and parents;
- Exchange of information between partners over the internet;
- Communication session on the theme of the project. The target group are teachers from other local schools.
- Round table with participation of several guests. The target group is the local community;
- Work project. The target groups are the teachers and students;
- Meetings with the local mass-media where the project will be presented. The target group is the local community.

The final product of this project will be a recipe book with recipes of traditional and local food from each country which will be put on the website created during this project and it will also be printed and offered to the school library, and other institutions in the area.



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G. PARTICIPANTS AND ACTIVITIES

G.1. PARTICIPANTS

Please enter the details about the number of participants involved (persons taking part in Partnership activities, both local activities and/or mobility) in the partnership in each of the participating organisations.

No.	Participating organisation	Total number of pupils/ learners/trainees A	Number of teachers/ trainers/staff B	Total of participants A + B
1	Sredno obshtobrazovatelno uchilishte "Doktor Petar Beron"	40	6	46
2	Istituto Magistrale "Regina Elena"	80	10	90
3	TEKIRDAG CERKEZKOY HACI FAHRI ZUMBUL ANADOLU LISESI	34	5	39
4	Collège et Lycées Saint Félix	20	5	25
5	Publiczne Gimnazjum imienia Mikołaja Kopernika	50	6	56
6	Colegiul "Mihai Viteazul"	30	5	35
7	Rapla Lily Gymnasium	30	5	35

G.2. WORK PROGRAMME

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for the 2-year lifetime of the partnership in a chronological order. The eligibility period of activities starts on 1 August 2011 and ends on 31 July 2013.

Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks. Mobility can be undertaken by staff and pupils/learners/trainees of the participating institutions and - in the case of mobility involving persons with special needs - accompanying persons such as parents, guardians or carers. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
1	Launching the project Meetings in the partner schools to decide objectives, activities and visits Selecting students		September 2011	Every country involved in the project	-
2	First visit. Meeting of teachers who work on the project	IT - ITALY	September 2011	Bulgaria, France, Turkey, Romania, Poland, Estonia	-



No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
3	Collecting data about winter traditions and food related put on a CD. Exploring our regional traditions related to important festivals and celebrations (Christmas, New Year etc.) A webpage will be created.		October 2011	Every country involved in the project	-
4	Second visit. During the visit students are going to present their cooking skills. A competition for the best logo will be held.	TR - TURKEY	October/ November	Bulgaria, Italy, France, Romania, Poland, Estonia	-
5	CD-ROM, photos of decorated Christmas trees and Christmas dinners in each country, exhibition of winter traditional meals in each school.		December 2011	Every country involved in the project	-
6	Collecting data about spring traditional feasts and food related.		January 2012	Every country involved in the project	-
7	Collecting data about recipes.		February 2012	Every country involved in the project	-
8	Students from each country are going to make a recipe book with traditional and local recipes. This activity will give the students the chance to use and learn simple words from other European languages, regarding the intonation and pronunciation.		March 2012	Every country involved in the project	-
9	Third visit. During the visit students are going to exchange information about the traditions and eating habits of each country. During the visit students are going to design the recipe book.	EE - ESTONIA	April 2012	Bulgaria, Italy, France, Romania, Poland, Turkey	-
10	Partners are going to post information on the website. Comenius day - exhibition of products made by students from each country. Local press will be informed about the progress of the project and invited to see the exhibition		May 2012	Every country involved in the project	-
11	Presentation of the meeting that took place in April. Post pictures on the blog and written account of the meeting		June 2012	Every country involved in the project	-
12	A questionnaire on eating habits of young people. The topic will be : What are the eating habits of young people?		September 2012	Every country involved in the project	-
13	Fourth visit. During the visit students and teachers are going to make the assessment from the questionnaire.	PL - POLAND	October 2012	Bulgaria, Italy, France, Romania, Estonia, Turkey	-
14	Contact with SLOW FOOD organizations. Students are going to learn more about the philosophy of healthy eating		November 2012	Every country involved in the project	-
15	Experience The Raw & Genuine Countryside Traditions. Students are going to learn how to prepare home-made traditional dishes that are going to disappear.		December 2012	Every country involved in the project	-
16	Each school is going to make a video of the activity and during the fourth visit in April they are going to present it.		January/ February	Every country involved in the project	-



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No.	Description of mobilities and other activities	Destination country (for mobilities only)	Approx. start date	Partners involved	
17	Preparation of nutritional board of the chosen dish that will be cooked during the visit and board on its impact.		February/ March	Every country involved in the project	-
18	Fifth visit. During the visit we are going to form mixed groups with students and each group is going to prepare one of the dishes from each country.	FR - FRANCE	March	Bulgaria, Italy, Poland, Romania, Estonia, Turkey	-
19	Students are going to complete the blog with their experiences, personal ideas and evaluations. Articles about last meeting will be sent to local press.		April	Every country involved in the project	-
20	Sixth visit. During the visit students and teachers from countries involved in the project are going to make the assessment and evaluation of their work. Posters will be drawn.	RO - ROMANIA	April/ May	Bulgaria, Italy, Poland, France, Estonia, Turkey	-
21	Written account of the meeting. Information in local press.		June 2013	Every country involved in the project	-

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