

Partenariat NUITS BLANCHES – Transnational strategic partnership NBE+
Erasmus+ 2015-1-FR01-KA219-015183

R5 TRANSNATIONAL MEETING IN CESME

THE MINUTES

by the International Coordinator:

Chef de Projet VANDERPLANCKE P-L Project Manager

Notre Bureau Européen NBE+ / Report on line:

<http://nbepius.franceserv.eu/CESMER5.html>



Séminaire de Pérennisation CESME Multiplier Event



SCHEDULE

DAY OFF the 9th of June / Visit in Ephesus and Sirinje

DAY 1 Brainstorming day: the 10th of June

in VOCATIONAL MARITIME HIGH SCHOOL

9.30 - 10.00 Opening ceremony

visit of the School, speech by the Headmaster

10.00 - 12.30 WORKSHOP 1

Lectures about intellectual outputs by the IC
and a presentation by Turkish team

OTTOMAN LUNCH

14.30 - 16.00 WORKSHOP 2

at Piril Hotel

Plenary commission about the way to write our final reports
from 16,00 FREE TIME

DAY 2 Cultural and protocolar day: the 11th of June

in IZMIR

After the Dinner: Turkish Night at the hotel's terrace

(a show, some closing speeches and
the delivery of the certificates of attendance; pictures)

DAY3 Multiplier lectures: the 12 th of June

at Piril hotel

9.00 - 10 00 WORKSHOP 3

Explanations about intellectual outputs
by the project holders

10.00 - 11.00 WORKSHOP 4

Helping project holders to answer to assesment report

* * *

First Ordinary Assembly of
International teachers (and experts) League ILARGIA
the 12th of June
after the end of the Erasmus+ meeting

ORGANIZER:

Mr Tulumen, Headmaster, managers and teachers of :
ULUSOY VOCATIONAL AND TECHNICAL MARITIME HIGH SCHOOL
IN CESME
CESME ULUSOY MESLEKI VE TEKNİK ANADOLU LİSESİ
(main project holders : Mrs Serife Gungör – coordinator, and Mrs Nesrin Acir
with all Erasmus+ team)

JOUR 1 – DAY 1 / The 10th of June / WORKSHOP 1
INTELLECTUAL OUTPUT – TASKS REPARTITION AND PREPARATION
Lecture by the Project Manager (IC) and debate

Targets and themes were checked and validated by the transnational team in Riga (R3) after a brain storming in Cesme (C4).

Deadline to do the studies and show its (or be able to make a little lecture about contents) was the 10th of June, 2018.

Materials were given to the IC by Turkish teams (3, 7 and 9) and a part was shown during R5 first plenary committee in Maritime High School.

Latvian work is to be soon terminated (1) and Inetta is preparing as an extra a new video about rituals.

Romanian and French project holders will have to finish the productions they have to made in cooperation (2 and 4) and need other teams to give them as soon as possible more details on their parallel activities (for example about the exhibition done in Riga).

Jean-Luc will help Pierre-Laurent to make a presentation about the Festival making of and it will be published on the ILARGIA website (9) in the “reuse” section.

The IC is wishing that he colleagues from Roma could send him the italian results (6) and everybody expect the fifth study could be edited.

Concretely : this main part of the formalized intellectual output would be an ebook (like the webzine by “madmagz” you can find in the public portal ILARGIA(dissemination section). It will be printed on paper for the five partners and public could download it from the ILARGIA spot, or will ask us for a DVD.

Reminder : the list of studies project holders are in charge of.

1. Olga and Sanita: How to make students work about ancient myths / Baltic peoples protection signs, rituals
2. Ramona and P-L: How to implement a transnational study / Fears and Totalitarianism
3. Şerife: How to make students work about ancient myths / Turkish people protection signs, rituals and objects
4. Ramona and P-L: Evaluation issues in Transnational projects
5. Vivienne: How to implement workshops to make students rewrite / Dracula myth
6. Alessandra and Edda : How to exploit and to confront some texts / about old fears (Italian traditions) and modern fears (terrorism and Natural Hazards) / learning English and French as L2
7. Şerife : How to make students tell their stories in cartoons or animation.
8. Şerife : How to make students create computer games related with turkish customs and rituals.
9. P-L: How to manage and to live a transnational Festival and a meeting with young foreigners involved in Erasmus+ program

Our dialogues and the transnational show and activities we did in the Festival located in Saint Jean de Luz do concretize the common cultural project we wanted to do. Some of the results are on line (other videos will be shown and local studies and power points must be given to the IC in order him to valorize its by putting on line these results: ILARGIA sections “studies” and “slides” would have to be loaded more during the next month). The goal is to finish before August even if the final report can be delayed to October... and some little things be uploaded between August and this last deadline.

PRESENTATION BY CESME TEAMS / slides will be uploaded to be shown on our public portal

JOUR 1 – DAY 1 / The 10th of June / WORKSHOP 2
HELP FOR FINAL REPORT WRITING : REMINDER AND ISSUES
Lecture by the Project Manager (IC) and debate

French spoken project holders can find the assesment report and some advices about our applicant form given by French National Agency: we had made a brain storming on this question during R1 mobility and you can go to the resuts on line in NBE+ website to download the file.

Il peut être utile de vous reporter au rapport d'évaluation du projet par l'Agence Nationale française, qui a accepté notre candidature commune. Ouvrez la page suivante sur NOTRE BUREAU EUROPEEN NBE+ <http://nbepius.franceserv.eu/Rome.html> et cliquez sur le lien «evaluation report»

Relevance of the project/strategy : 28 (30)

La cohérence par rapport aux politiques de l'UE est soulignée.

The EU evaluator did appreciate that the NBE+ partnership was focused on themes Europe wanted specially to promote (ICT skills increasing, self esteem and pair to pair learning...).

Si le rôle donné à la Roumanie a été remarqué, parce qu'il s'agissait du point de vue de l'Agence Erasmus+ française du partenaire le moins aguerrri, la "très grande expérience" du coordinateur français était relative car les pilotes en charge de ce projet agissaient pour la première fois en qualité de coordinateur !

The role of the newbie (Cluj High School) was supposed to be very important in the partnership. Other partners and especially France (leader) were considered as experts in european projects. But the International coordinator was in reality in charge of a project management for the first time (even if he had been involves in a Comenius a few years earlier).

La production intellectuelle finale doit être «pédagogique et professionnalisante».

The EU evaluator wished our intellectual output to be a pedagogic tool helping teachers to do the job.

Comments

This part of the assesment report was very positive and we had no special tasks to do to follow the advices.

In fact we can consider we eventually perform all the EU wanted us to do in this area. It can be useful to insist on the big role of the Transylvanian school (newbie).

As it was said by the French Agency, Cluj-Napoca team was indeed a very important piece in our NBE+ puzzle!

-first because of Dracula's myth rewrite and Transilvanian legends about Vlad Dracul and Bram Stoker's characters (mobility C3)

-also because the Romanian project holders helped the International Coordinator to overcome some technical issues in order to apply the plan and write the transnational dialogue from all the drafts the schools had given to the IC (mobility

C04 was improved by Colegiul Economic Iulian Pop to avoid to French school to loose some grants because of mobilities cancellations).

First problem was neither Roma and Saint Jean de Luz had sent students to C4! But the study travel to Turkey was succesful and pupils in Cesme (ousiders coming from Latvia and Romania and local students) began to find leads to write a common narrative.

After it becomes evident the Literary coordination was no more ensured by the teacher who was supposed to do, the IC made a plan to achieve the rewrite process wich was validated in Riga (R3); as a French teacher Mrs Zetea was able to cooperate with Mr Vanderplancke and imagine the final synopsis in order to make «one piece» with some different stories and Mrs Giurgiuman translated it in English. Other countries project holders gave ideas and help during C4 or after C04 using ITC tools.

Cooperation arrangements : 19 (20)

Les compétences des différents écoles ont été notées positivement de même que les efforts pour clarifier les communications entre des institutions très différentes, cette diversité étant synonyme d'ambition. Le travail préliminaire dans le cadre du eTwinning ILARGIA a été perçu comme très convaincant.

Specific skills owned by so diferent schools were well noted by the assesment report. Also the efort to clarifythe communications using different languages and tools. Diversity was for the evaluator synonymous with ambition. Preliminary wtudies (eTwinning ILARGIA) were very convincing.

Comments - This part of the assesment report was very good for us. At the end of the partnership we can tell it was sometimes a bit complicated to make so different schools work together but we overcame this issue, help to partners creativity and effciencie.

Impact and dissemination : 24,5 (30)

La principale réserve de l'évaluateur porte sur l'organisation du Festival (dernier événement pour les élèves) dont, au départ, on n'avait pas précisé complètement les modalités organisationnelles pour laisser au professeur coordonnant les activités littéraires toute latitude de se concerter avec les partenaires et toute liberté d'agir à son gré en fonction des vœux de ses collègues.

The main focus of the evaluator is on the organization of the Festival (the last event for the students) which, at the beginning, had not been completely fixed. The coordinator of the literary activities was free to confer with the partners and had any freedom to act at will according to the wishes of his colleagues.

Comments -We definitively losted our literary coordinator after she managed to make us change C3 agenda, refused to be involved in C4 and had let french students to prepare alone their national show (but asking them first no to play it... in english !). Thanks to national project holders for all the energy they spent to help us and make the festival be a sucessful event : especially Olga and Sanita, Ramona, Monica and Horea, Alessandra, Edda and Jean-Luc but also Mrs Garcia and Hillion.

JOUR 3 – DAY 3 /The 12th of June / WORKSHOP 3
INTELLECTUAL OUTPUTS – DEFINITION AND DISSEMINATION
Brain storming

Festival is one part of the productions we promised to do and it will be considered as an intellectual output. It will be also the case of some movies, slides and other works which will be putted on line in the next weeks. Since we are still waiting for works you perhaps kept at home which could be as well widely disseminated. Note that only a little part of all the outputs may be edited on a paper format - which will be sent to all the partners (with a DVD). Anyway we were waiting for some of the works on the list of specific outputs which was made in Riga (R3): please you to read the next International Coordination note KA230 concerning this remaining job to do asap.

JOUR 3 – DAY 3 / The 12th of June / WORKSHOP 4
HELP FOR FINAL REPORT WRITING (CHRONOLOGY) AND
SUSTAINABILITY

17 ITEMS TO CHECK

[relevance and strategy 18/20 – a good result]

1. *respect des objectifs politiques de l'UE (éducation et citoyenneté actives / lutte contre le décrochage scolaire)*

respect for the european political objectives (active education and citizenship / fight against school dropout)

2. *attente d'un guide méthodologique de qualité en tant que production finale (qui doit être pédagogique et professionnalisant) – attention : point faible éventuel si l'objectif n'est pas réalisé*

a methodological guide is wanted as our final production (main intellectual output) which must be a pedagogic and professional tool - attention: possible weak point

3. *rôle central du partenaire Roumain, pourtant néophyte, logique compte tenu du sujet*

the central role of the Romanian partner (yet neophyte) is logical given the subject

[quality design and implementation 18/30 - not a good result]

4. *manque de précision de la Gantt Chart présentée initialement – attention : l'implantation d'un outil très précis lors de la seconde phase pédagogique est une réponse adaptée à cette critique, comme l'outil de monitoring implanté dans NBE+*

«Timetable» tool was not used to do the Gantt Chart and chronology was not detailed enough – attention : we made a good detailed schedule for the second pedagogic period (and earlier the pedagogic monitoring tool in the french coordinator's website NBE+)

5. *définition contestable des productions intellectuelles*

some intellectual outputs were not recognized as such in the applicant form

6. *une supervision du contrôle qualité chez les partenaires par le coordinateur français n'est pas prévue*

the IC would have to follow up the partners activities to ensure an efficient Quality Control

7. *le projet est très ambitieux, notamment en raison de l'inexpérience du partenaire roumain – attention : cette ambition, et cette faiblesse supposée si elle a été surmontée deviennent des points forts*

the project seems very ambitious, especially because of the inexperience of the Romanian partner – attention : these aspects are presented as a risk but were overcome which is a proof of success

[cooperation arrangements 19/20 - an excellent result]

8. *la prise en compte des différentes compétences existant individuellement ou collectivement dans les différentes écoles est correcte*

individual and collective existing skills in the different schools were well taken into account

9. *la définition des noyaux durs est trop imprécise – attention : il faudra préciser si possible par quels mécanismes s'est opéré la sélection des élèves bénéficiaires du projet et des mobilités (voyageurs)*

targeted groups definition seems imprecise - attention: it will be necessary to specify how benefiting **students (and travelers)** were selected

10. *les partenaires se connaissent bien, ce qui augure d'une bonne entente*

partners know each other as well as possible before to begin the partnership

11. *le partenariat est ouvert sur des acteurs extérieurs ce qui est une bonne chose – attention : les conseils reçus de vos inspecteurs ou d'autres institutions officielles ou les interventions d'experts indépendants, et la fréquence des relations entretenues avec ces acteurs doivent être valorisés*

it's a good thing for the partnership to be open to external actors - attention: relations with inspectors, other official institutions or independent experts (lecturers, university students...) must be valued

12. *la diversité des situations a été bien prise en compte dans la rédaction du projet – attention : si la diversité est présentée en conclusion comme un obstacle, cela peut impacter négativement l'évaluation finale*

the various situations were well taken into account in the drafting of the project - attention: if diversity is now presented as an obstacle this may have a negative impact on the final evaluation

13. *la clarification de la communication entre les partenaires est un objectif essentiel et bienvenu ; elle passe par le recours à des outils nombreux (TIC) et à d'autres langues en plus de l'Anglais vernaculaire*

clarification of communication between partners is a key and welcome goal; it involves the use of numerous tools (ICT) and other languages (French...) in addition to vernacular English

14. *la préparation du projet en amont a été de bonne qualité (concertation mais aussi projet entre eTwinners et mise en ligne d'un site de préfiguration)*

the good quality of the preparation was noticed (consultation but also project between eTwinners and setting on line of a prefiguration website)

[impact and dissemination 24,5/30 - a correct result]

15. *l'effet positif escompté sur orientation semble difficilement mesurable*

the expected positive effect on orientation seems difficult to measure

16. *les outils de médiatisation prévus et les contenus disséminés semblent très diversifiés – un bon point !*

media tools we planned to edit and scattered content to be disseminated seem very diverse - a good point!

17. *L'organisation du Festival n'est pas assez précise – attention : le fait que le conseil de l'évaluateur ait été suivi s'agissant de la programmation (en avril) doit être mis en avant*

A spreadsheet on line will help you to see when these 17 items were focused by the team :

R meetings, C exchanges or coordination notes.

<http://nbplus.franceserv.eu/CESMER5.html>

QUALITY CONTROL (LAST CHECK POINT)

About Follow Up : a last survey must be filled during this month: it will be asked to all the teams (as you'll see, in the next International Coordination Note) to redo a list of the domestic classrooms activities in the following areas/ work fields : Letters, Arts, Science, Evaluation and Dissemination.. from April, 2017 to June, 2018 - since project holders did establish a similar list for the second progress report in March, 2017, in order to upload more informations in the reports we had to made last year.

SUSTAINABILITY AND MULTIPLIER EVENT

Even if Italian project holders were impeached to be in Cesme, all NBE+ partners hope to keep in touch in the future, to stay involved in some transnational projects (Latvian, Romanian and French team are already carrying out a new Erasmus+partnership) and to redo some jobs together...

Not only teachers but all the schools were deeply engaged (among foreign participants: 5 headmasters and 2 accountants were involved in the last seminar) and Erasmus+ taste seemed them so exciting.

Cluj-Napoca and Saint-Jean-de-Luz are leading from 2017 to 2020 the same three years strategic partnership : KA2 project E+a (Noah).

The five schools will begin together a new eTwinning project in september.

Some teachers and experts from the five countries became members of the International league for pedagogic innovation, an open association wich was founded in France in april, 2018 (first ordinary assembly was implemented in Cesme, Turkey, the 12th of June – after the end of R5 meeting wich was a real multiplier event and the beginning of a new common story).

The ILARGIA festival website <http://ilargia.franceserv.eu/> will become the exhibition on line for our Nuits blanches NBE+ intellectual outputs.

The ILARGIA LEAGUE blog <https://ilargialeague.blogspot.com/> is to disseminate our association's activities. Members may fill now the form on line in order to give more informations to me, Ramona (Secretary) and to Jean-Luc (Treasurer).

THANKS A LOT FOR YOUR ATTENTION