

ANNUAL REPORT 2016

Focusing on Project Results:
Implementation of the Erasmus+ Programme



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Foreword

As in previous years, the European Union Programmes Agency through the Erasmus+ Programme has invested significantly in the education and training system, as we firmly believe that every person has the opportunity to achieve his or her full potential and participate in and contribute to the world of work.

If one asks students their primary reason for completing compulsory secondary education, their main aspiration would be to obtain the necessary qualifications, get into further and higher education, and have better job opportunities. So our mission is “to inspire lifelong learning, advance knowledge and skills, and strengthen our communities”. To attain this, we invested in our staff and will continue investing to strengthen common values that we embrace; which include:

- We lead by example
- We work together
- We seek the facts and provide insight
- We are open and honest in our communication
- We are committed to our communities
- We respect and value diversity
- We act professional and remain accountable for our actions
- We welcome challenges and innovation
- We embrace a supportive attitude
- We act with integrity and transparency

During this year the Agency envisaged the importance that the training applied for is in line with the National Education and

Youth Policies, and with the needs of compulsory schooling, further and higher education, vocation and training, and youth work. To attain these goals, the Agency worked in close collaboration with various departments, directorates, Government entities, non-Governmental Organisations and private organisations to better understand the needs and the difficulties they encounter to make optimal use of the opportunities offered by the Erasmus+ programme.

To better address the difficulties identified by the various stakeholders, the Agency had to go through some restructuring and reorganisation of its functions. While the element of ‘monitoring and support’ function was strengthened, a specific function for ‘checks and control’ was introduced. Support to potential applicants continued to be provided by the Communications Unit of the Agency, but enhancements to its operations were made. A three-tier approach was introduced to better assist potential applicants in the preparation of their project proposals. An agreement with MEUSAC was reached to assist in this regard.

For current beneficiaries, the improved Programme Management Unit continued to with its endeavours to provide the necessary support to schools, higher institutions, vocational training organisations, and other Government, non-Governmental and private organisations. An agreement was reached with the Programme Implementation Directorate, Ministry for Education and Employment to increase support

to State Schools in the implementation of their projects. This initiative aims at reducing administrative burden to head of schools.

In the coming year, the Agency will continue increasing its effort to attract more potential beneficiaries to submit high quality projects proposals, and which are in line with the National priorities and the EU 2020 targets. On the other hand, the Agency will continue supporting all beneficiaries to implement projects effectively and in a timely manner. Additionally, the Agency will continue conducting research to measure the impact of the Erasmus+ programme on the community at large.

Joseph Schembri

*Chief Executive Officer, European Union Programmes Agency
National Coordinator, Erasmus+ Programme, Malta*



Executive Summary

The focus of the 2016 Annual Report is that of providing a selection of good practices undertaken under the Erasmus+ Programme (2014 – 2020) and the predecessor EU funding programme – Lifelong Learning (LLP). The scope of the annual report is to present examples of initiatives undertaken by local and foreign partners that, apart from being successful in their implementation, are leaving an impact on society. The main aim of Erasmus+ is that of contributing to help tackle socio-economic changes such as fighting rising levels of unemployment particularly amongst young people; assist in achieving a more cohesive and inclusive society which allows citizens to play an active role in democratic life.

The Erasmus+ Programme provides support to Programme Countries to efficiently utilise the potential of Europe's assets in a lifelong learning perspective.

This report provides an analysis of the results achieved by a number of beneficiaries which were achieved through the constant assistance and monitoring of the National, through the promotion of past good practices and the disseminating of information at various levels.

Throughout 2016 the Agency enhanced its assistance to potential applicants and beneficiaries through the production of a video tutorial featuring a step by step approach on how one can apply for the PIC number, and another on how one

can fill in and submit an application form. The production of this video tutorial assisted the National Agency in guiding interested applicants in applying for Erasmus+ funds.

A number of individuals from different organisations and institutions were met through one to one activities to inform them about the Erasmus+ programme, whether they are eligible to apply, and how they should fill in a good quality application form. The Agency also extended its services offering to review the application form prior to submission and provide applicants with feedback prior the deadline. This proved to be successful since a good number of organisations that the team held one-to-one meetings with, were approved for funding, while other organisations that were assisted over the phone were also successful.

The Agency has undertaken a number of surveys to measure the impact of projects funded under the previous generation of Programmes and devise an action plan to maximise the impact of future projects.

The surveys have undertaken are the following:

- What Administrative and Legal Obstacles faced by potential applicants and beneficiaries?
- Research on the impact of projects implemented under the Lifelong Learning Programme 2007 - 2013

- Research on the impact of projects implemented under the Youth in Action 2007 - 2013
- Research on the impact of the European Voluntary Service
- Research study on impact of projects implemented under the Vocational Education and Training sector

In order to ensure that better quality applications are being submitted the Agency also undertook a number of initiatives in collaboration with stakeholders in respective sectors.

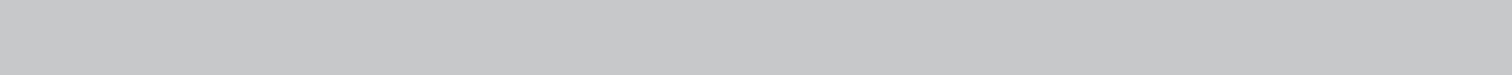
For the Schools Sector the Agency is cooperating with the Institute for Education which role is that of providing corporate professional development to school staff in a holistic approach. The Institute assist the Agency in the dissemination of information pertaining to the Erasmus+ Programme and ensures that schools are fully aware of the number of opportunities eligible under such funding and that they are able to submit quality applications in line with the eligibility criteria.

The Agency is also working closely with the Malta EU Steering Committee (MEUSAC). This Committee throughout the years has been entrusted with guiding applicants to available funding opportunities and assisting them in submitting good quality applications. The role of MEUSAC is that of providing adequate guidance to the preparation of applications in line with the Erasmus+ eligibility criteria. The Agency guides potential

applicants to the relevant funding whilst MEUSAC shall ensure the submission of good quality applications.

The above mentioned synergies assist in the improvement of quality of applications submitted under Erasmus+.

The EUPA is looking forward to the start of 2017, which will no doubt bring about challenges and opportunities





**Higher
Education**



Key Action 1

Student Mobility:

A study period abroad at a partner higher education institution (HEI); a traineeship (work placement) abroad in an enterprise or any other relevant workplace.

Staff Mobility:

Teaching periods: this activity allows HEI teaching staff or staff from enterprises to teach at a partner HEI abroad. Staff mobility for teaching can be in any subject area/academic discipline.

Training periods: this activity supports the professional development of HEI teaching and non-teaching staff in the form of training events abroad (excluding conferences) and job shadowing/observation periods/training at a partner HEI, or at another relevant organisation abroad.

Key Action 2

As outlined in the 2011 EU Modernisation Agenda: increasing attainment levels; improving the quality and relevance of higher education; strengthening quality through mobility and cross-border cooperation; making the knowledge triangle work, including by inter-disciplinary cooperation; improving governance and funding.

As outlined in the 2013 Communication on Opening up Education: promoting the development of new modes of delivery and exploiting and responding to new technologies in learning and teaching.

KA1 - Learning Mobility of Individuals

KA103 - Higher Education student and staff mobility within programme countries

Project Reference Number:	2014-1-MT01-KA103-000037
Name of Sending Organisation (Applicant organisation) :	Institute of Tourism Studies
Website of Sending Organisation (Applicant organisation):	www.its.edu.mt
Start and end date of project:	01.06.2014 – 30.09.2015

Objectives

The HE mobility Programme is offered to all students following a HND Course and also to academics teaching such students. Students are highly encouraged to apply for study/placement mobilities, however, placement mobilities are more popular amongst students as it is embedded in their curriculum. The mobilities provide a holistic development to all students. The six-month traineeships prepares them better for the tourism industry. On the other hand, study mobilities are less popular amongst students because of various personal reasons. Nevertheless, ITS constantly tries to promote such mobilities during information sessions and discussions with past participants.

Academic staff is encouraged to proceed with a mobility in their field of work, so as to teach/train in a foreign institution or enterprise as deemed necessary gaining more insight in their topic. In this way, they will be able to exchange good practices, returning with discussions and suggestions amongst colleagues to improve where necessary the teaching methods/information provided for their students.

Administrative staff is also encouraged to proceed with a training mobility that will also help them enhance working methods and exchange good practices in their field of work.

Target group

Students and staff of ITS.

Short description of beneficiary institution

The mission at ITS is to provide Quality learning to achieve excellence in tourism.

As a higher educational institution it believes in the development of all its members, both students and staff, be they academics or administrative staff. Through its innovative high quality lifelong learning academic programmes the Institute of Tourism Studies trains people for tomorrow's tourism and hospitality industry.

Summary of results and impact

Some students who completed their international internship were offered further employment either at the same place or somewhere else abroad. Students who benefited from funding will be invited to participate in information sessions so that future students may be encouraged to participate in such mobilities.

Staff had the possibility of exposing what they learnt abroad with their local students.

All participants developed their skills through such mobilities and are now utilising their knowledge in their work environment.

Participants were encouraged to provide a short paragraph about their experience abroad. Some may be used for presentations, media reports, publications, the ITS website.

Student Mobility for Studies at Sheffield Hallam University

Gabriella Scerri

I have just completed my Erasmus mobility programme for 1 semester at Sheffield Hallam University. My semester started on the 14th of September till the 15th of January in which I had to complete four subjects including Business Events Operations, Leisure and Risk, Tourism and Society and Intercultural Professional Development. All four subjects were very interesting and I thoroughly enjoyed every lecture. I was living with a host family which I found on the University website as part of their accommodation service. The house I lived in was just a thirty-minute walk from the city centre where the university was located.

Upon arrival at Sheffield Hallam University Erasmus students were welcomed by an orientation week which involved many activities such as:

- Getting around the city
- British Cultural Awareness
- Meeting our subject coordinators
- Meeting other students
- A brief explanation about the study criteria
- Tours around the library and university
- Games and activities
- Ice-breaking sessions
- Different fairs such as the society fair and freebie fair

The first week was full of activities, which helped me meet different people and make new friends. Some of the friends I made came from different countries such as America, Portugal, Germany and Finland. We were all English-speaking Erasmus student,s which made our integration process easier.

As lectures started the next week I was aware that we had different types of teaching hours for each subject. These were called lectures and seminars. The difference between the two is that during a seminar the global class is split into small groups of not more than 20. During seminar hours discussions and hands-on activities relating to the subject were made. During a lecture the respective lecturer presents his lesson in a formal presentation using PowerPoint, flip charts, projectors and even YouTube to facilitate teaching. Each lecture/seminar was also recorded on our student hub, which was accessed using our student number and personal password. This student hub was called "SHUSPACE", and consisted of a platform where each student could access their personal student record, grades and results, timetables, examination timetables and any other information put by our lecturers such as lecture slides and important data. Through SHUSPACE I could also access my library account, which showed me the amount of books I had borrowed and their due date.

Sheffield Hallam University is a very efficient place for students to facilitate their learning through the use of adequate technology. I enjoyed the way the University never made me feel as if I were only a number. The members of staff were always ready to help as well as provide facilities to students such as laptop loans, video and SLR cameras on loan, accommodation, assistance in any subject and so on. I never encountered a problem which I was not able to solve with Sheffield Hallam.

Overall I had a wonderful experience and I would go back any time. It was a great opportunity to learn and become more independent.

Student Mobility for traineeships at Prague Marriot Hotel, Czech Republic

Diane Marie Debono

On the 1st of January 2016 I went to Prague for a six-month internship to acquire more work experience. During these six months I had the possibility to work as a Front Office Agent in the reception area, the business centre, and also in the executive lounge of the Prague Marriott Hotel. Working in a business hotel is very different to working in a resort hotel, as the front office agents have to prepare all documents necessary for guests arriving that day and also the next. At the Prague Marriott Hotel we often had repeat guests so we also had to prepare welcome amenities and requested items for their stay. The reception desk is always busy, most of the time with groups attending meetings. In summer, the hotel tends to receive cultural groups coming from various countries such as America, Taiwan and Australia. The business centre and the executive lounge are also very busy. In the business centre, the front office agent answers all phone calls and directs them to the correct department and assists guests with any queries they may have; for instance, helping them connect to the wi-fi internet in their rooms or in the lobby area. Other requests include housekeeping service after hours, such as taking guests' orders for room service and putting them on the system. The front office agent also organizes shipping to different countries and passes on packages received to the right person. Any complaints are immediately taken note of and recorded in the system. Working in the executive lounge helps the individual to communicate more closely with guests who are members of the Marriott Rewards Club. The individual is in charge of setting up meals: breakfast, snacks, drinks, dinner and dessert, as well as clearing up and assisting guest requests even

if it's not necessarily part of his or her duties. I am really grateful that I got the opportunity to work with people from different countries apart from my Czech colleagues, such as Hungarians, Spanish and American people, as I got to know more about their backgrounds. There were some ups and downs during these six months but I appreciate that I had the chance to go to Prague, work there, make new friends, and acquire more experience.

Student Mobility for traineeships at Crowne Plaza Le Palace, Belgium

Stefan Cappello

My visit to Brussels was a pleasant one. I was there for 6 months and I was working in the reservations department.

My colleagues were very helpful and very welcoming to me and I enjoyed the experience a lot. If it wasn't for what happened in Brussels it would have been perfect. I learned quite a lot while I was there and all the experience I got from it will help me in my future occupation in the hotel industry.

Some of the things I learned in reservations is how to route a booking to a company paying for a guest and how to make a group booking, as well as how to make cancellations and help guests make changes to their reservation.

Apart from the above, I also learned how to work in a team and do what was asked of me straight away and well. There were four of us in the department of reservations. One of the other members had a number of different duties, including reading e-mails sent by guests and companies and making reservations. Another member took care of group bookings by checking the group rate and also answered e-mails related to the groups. My job was to also answer e-mails and support both the group and individual reservations. The last member was the Reservations Manager, who oversaw everything the three of us did, balanced out the number of rooms in the hotel and ensured that there were no cases of overbooking.

I lived in the very centre of Brussels. It was only a ten-minute ride by metro to get to work. The metro system was a five-minute walk from where I was living.

If I ever get the opportunity to get to work in Brussels again I will probably take it as it was certainly an experience to remember.

Staff mobility for training at Corinthia Hotel, Portugal

Vincent Camilleri

This report is about my visit to the Corinthia Hotel (Lisbon) from the 12th to 13th April 2016 under the Erasmus Staff Mobility training covering the Engineering section (Electrical & Maintenance) and Safety Procedures.

The aim of this visit was to acquire in-depth knowledge of how to implement better work procedures for our maintenance and housekeeping staff, with a special emphasis on working safely.

My motto is "Accidents at the workplace do not just happen – they are caused, often by incompetence, disregard of safety regulations or inadequate training".

Such visits to overseas companies should be highly encouraged for our students and would be extremely beneficial to them in terms of gaining hands-on experience while achieving more professional know-how, both in the theoretical and practical sense.

By means of such relevant and crucial training, the students would gain a valuable insight into how a business enterprise could be run efficiently while being cost-effective. Such training could be implemented as an integral part of the students' study curriculum.

Staff mobility for training at Martin Braun, Germany

James Attard

My STT Erasmus+ was based at Martin Braun in Hannover, Germany, which has a distribution network of 58 countries worldwide. The two-day visit consisted of seminars and practical workshops which were conducted by Mr. Kevin Luhmann and his team. The aim of this visit was to use and experiment with current and innovative products made by Martin Braun using new practical techniques. The new product will be introduced to the Maltese market soon.

This visit has given me a more detailed perspective of the products and observation of the intercultural strategies that have been adopted by this leading company. I would strongly encourage colleagues and students to participate in Erasmus programs to enhance their work experience and increase their awareness of cultural diversity.

Staff mobility for teaching at Corinthia Hotel, Portugal

Francesca Farrugia

The following report will deal with the staff teaching assignment which was undertaken between the above dates at the Lycée St. Vincent de Paul in Nîmes, Languedoc-Rousillon, France.

In a similar manner to most post-secondary sections of schools in France, the Lycée St. Vincent de Paul is divided into the generic high school and the courses dealing with vocational subjects, particularly tourism, making it a suitable partner institute for this school. My colleague and I both had first-hand contact with students belonging to the two sections. In my case, I was able to interact with students and offer them information about the Maltese islands, the British influence on these islands and my place of work, as well as English language-related topics. The students' curiosity about Malta was certainly piqued, and the vast majority of them were rather responsive to the topics presented and asked many questions about these islands.

It was very useful to note how the important aspects of language and culture can be combined with the study of tourism. In the case of the students concerned, parallels could be drawn between the region that they hail from, which is Mediterranean, and Malta, in terms of customs, cuisine, the study of languages and so on. The students following the tourism course were more motivated than those following the generic course, which is understandable, given the importance of languages for them and the need to absorb as much knowledge about different cultures as possible.

I was also asked to observe a session consisting of students' presentations, which led to interesting observations about assessment methods used and the criteria involved.

Apart from the actual contact with the students, my colleague and myself attended some meetings with the school principal, which were instrumental in furthering the relationship between the two schools. Possible future internships for our students

Staff mobility for teaching at Martin Braun, Germany

Ruth Azzopardi

I chose Nimes because I am a lecturer of French language and culture and I wanted to experience a Francophone college. The director together with some other teachers, proved to be very helpful and I was immediately accepted to teach a module on Intercultural competence. Ms Roseyne Finoky, a lecturer at the college assisted me and I taught her tourism students during my stay in Nimes.

Content of activities:

The module I developed in Nimes dealt with Intercultural Competence. I delivered 8 lectures on this topic during my stay at the college. The number of students varied in each classroom but they all participated actively and there were some very interesting discussions. The students enjoyed comparing Nimes to Malta and managed to find a number of similarities between the two regions. Problems afflicting the two regions were also discussed and were also found to be similar. Prime tourist areas were also highlighted and we made sure to go off the beaten track and discuss other areas not frequented by tourists but equally interesting. Relationships between history, climate, geography and gastronomy were also discussed.

Different aspects of culture were also discussed. Students were asked to think about the different aspects of culture that made them who they were and the qualities they shared with others around them.

Finally students were asked to compare past and present and to reflect upon the changes of the urban and natural environment over the last fifty years.

This wasn't the first visit from a Maltese lecturer in this college. ITS has already received students and lecturers from Nimes under the Erasmus agreement. We are now in the process of establishing closer links with this college and hope to establish work placement links between the two colleges.

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KA1 - Learning Mobility of Individuals

KA103 - Higher Education student and staff mobility within programme countries

Project Reference Number:	2014-1-MT01-KA103-000070
Name of Sending Organisation (Applicant organisation) :	Universita Ta Malta
Website of Sending Organisation (Applicant organisation):	www.um.edu.mt
Start and end date of project:	01.06.2014 – 30.09.2015

Objectives

The objectives of the projects followed the general aims of the Erasmus+ Programme: to encourage mobility of students and staff and to increase the capacity of the participating organization to operate at an international level.

Publicity and visibility were properly implemented and various target audiences received proper exposure to the opportunities offered by the Programme.

Information related to specific calls were satisfactorily circulated also through the use of various tools (one-to-one, lectures, general open sessions). Information dissemination has been correct and properly maintained throughout the year as a means to keep ongoing interest in the Programme. Past beneficiaries were invited to share their experiences in order to encourage students to take part to the Programme.

These measures resulted in a gradual but consistent increase in beneficiary figures.

Participation and project results have been shared and maximized, for example by returning students becoming active in organisations such as the Erasmus Student Network (ESN) on Campus. This had an impact in welcoming inbound students

and encouraging participation of potential outbound students.

Similarly, returning administrative and academic beneficiaries that shared their mobility experiences with their colleagues and wider community produced a significant impact which is to be noticed.

All the above mentioned processes and good practices ensured the reaching of qualitative objectives of the project, strengthened the Programme's reputation, and encouraged more participation.

In order to assure quality and appropriate management a number of measures were implemented, such as: a social media campaign at the time of the 2014/15 Call for applications; an updated website including the application forms, the list of Universities, and the mobility semester which the students needed to choose from according to their Department/ Faculty/ Institute.

The KSU (the University Student Council), Erasmus Student Network (ESN) and other student organizations actively participated in the launch of the programme in order to reach the maximum number of students possible while past

beneficiaries were invited to share their experiences with all the students present for the meeting.

The majority of all students and staff who took part to mobility activities were very satisfied or rather satisfied with their mobility experience in general. In particular, the total number of staff participants gave a positive feedback regarding their Erasmus+ experience.

Overall the Beneficiary implemented the project in adherence with the Erasmus Charter for Higher Education and provided good quality mobilities.

Target group

Students and staff of the University of Malta.

Short description of beneficiary institution

The University of Malta is the highest teaching institution in Malta. It is publicly funded and is open to all those who have the requisite qualifications. The University's structures are in line with the Bologna Process and the European Higher Education Area. Conscious of its public role, the University strives to create courses which are relevant and timely in response to the needs of the country. The supreme governing bodies of the University are the Council and the Senate.

There are some 11,500 students including over 1000 international students (450 are visiting students) from 92 different countries, following full-time or part-time degree and diploma courses, many of them run on the modular or

credit system. The University regularly hosts a large number of Erasmus and other exchange students. A basic Foundation Studies Course enables international high school students who have completed their secondary or high school education overseas but who do not have the necessary entry requirements, to qualify for admission to an undergraduate degree course at the University of Malta.

The University is geared towards the infrastructural and industrial needs of the country so as to provide expertise in crucial fields. Well over 3,000 students graduate in various disciplines annually. The degree courses at the University are designed to produce highly qualified professionals, with experience of research, who will play key roles in industry, commerce and public affairs in general. There are a further 2,500 pre-tertiary students at the Junior College which is also managed by the University.

Summary of results and impact

The majority of students reported an improvement related to a number of competences. In particular linked to appreciation and better knowledge of different cultures; to learning how to plan and carry out their learning independently and finding solutions in difficult or challenging contexts.

Regarding staff mobility participants, a large majority of STA participants felt that the following competences improved significantly: job satisfaction; learning from good practices abroad; experimenting and development of new learning practices and teaching methods. Regarding STT participants,

all of them felt to have learned from good practices abroad and to have reinforced or extended their professional network or built up new contacts while a vast majority (94.12%) felt to have gained sector-specific or practical skills relevant for their current job and professional development.

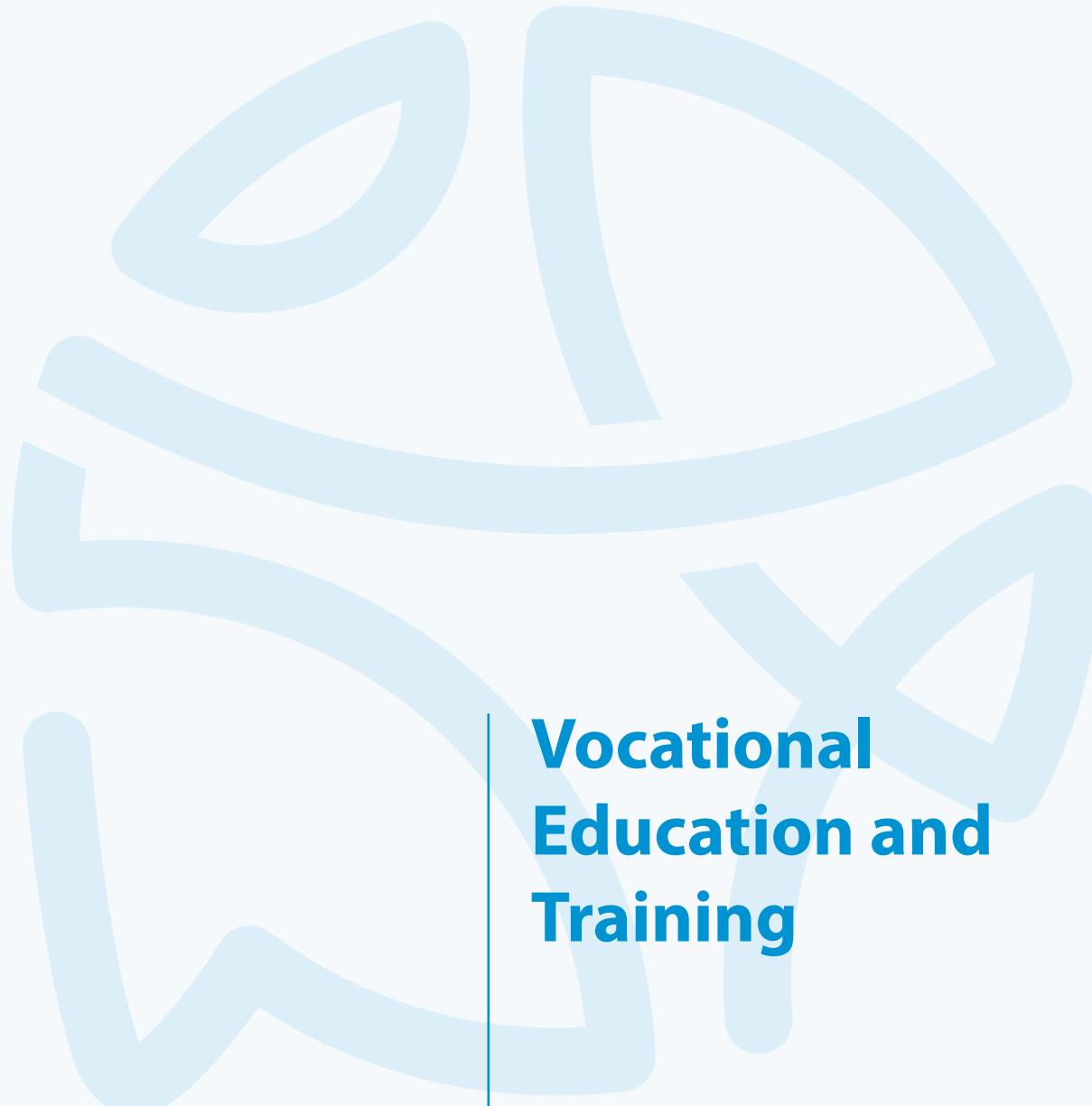
The number of outgoing mobility has increased throughout the years, thus more students actively seek opportunities outside their home country. It has to be noted that in general Erasmus+ students successfully completed their studies at the UoM and have continued their education at Masters level or have chosen to work abroad.

The Beneficiary has shown determination in increasing the number of international mobile students, researchers and staff and this fact will continue having a positive impact on the Maltese society as a whole.

In terms of dissemination, it can be observed that a number of testimonials were collected and past Erasmus+ beneficiaries were invited for the launch meetings to share their experiences with other students. Erasmus+ participants were in contact with other past beneficiaries in order to obtain information regarding the course modules and campuses of the host Universities.

Past Erasmus+ beneficiaries shared their experiences with their peers during the time of the Call for Applications. Past beneficiaries sent their testimonials to their Erasmus Coordinators, which were published on the Facebook page of the International & EU Office.

Since Erasmus+ projects in the field of higher education didn't end yet, good practices or success stories about Strategic partnerships in the field of higher education will be included in next year's annual report.



**Vocational
Education and
Training**

Key Action 1

Teaching/training assignments

This activity allows staff of VET schools to teach at a partner VET school abroad. It also allows staff of enterprises to provide training at a VET organisation abroad.

Staff training

This activity supports the professional development of VET staff in the form of a work placement or a job shadowing/observation period abroad in an enterprise or any other VET organisation.

Enhancing access to training and qualifications for all through C-VET, in a life-long learning perspective, notably by increasing the quality, supply and accessibility of C-VET, validation of non-formal and informal learning, promoting work-place learning in companies for the working population, providing for efficient and integrated guidance services and flexible and permeable learning pathways.

Key Action 2

Promoting work-based learning in all its forms, with special attention to apprenticeship-type training, by involving social partners, companies and VET providers, as well as stimulating innovation and entrepreneurship.

Further developing quality assurance mechanisms in VET, in line with EQAVET recommendation, and establishing continuous information and feedback loops to I-VET and C-VET systems, based on learning outcomes as part of quality assurance systems.

Further strengthening key competences in VET curricula and providing more effective opportunities to acquire or develop those skills through I-VET and C-VET.

KA1 - Learning Mobility of Individuals

KA102 - VET Learner and staff mobility

Project Reference Number:	2015-1-MT01-KA102-3680
Name of Sending Organisation (Applicant organisation) :	Foundation for Educational Services
Website of Sending Organisation (Applicant organisation):	http://fes.org.mt/
Start and end date of project:	01.06.2015-31.05.2016
Hosting Organisation/s:	Early Childhood Ireland
Website/s of Hosting Organisation/s:	www.earlychildhoodireland.ie
Countries represented in the project (apart from Malta)	Ireland

Objectives

The main objective was to improve quality in childcare service provision. Children make larger gains when quality is higher. Both structural quality (group size, adult-child ratio, teacher qualifications; work conditions) as well as process quality (quality of adult-child interaction, including emotional support as well as practices to support engagement, identity, sense of belong and learning) are important. While, on the one hand, structural quality is easily measured, process quality is not sufficiently included in regular monitoring and evaluation. Through this project, members of staff were exposed to best practice and good quality while exchanging ideas and knowledge. The participants were also able to learn how the curriculum is implemented in an informal way in a childcare setting.

Target group

The participants involved were nine Child Care Centre Coordinators and the Programme Coordinator within the beneficiary organization.

Short description of beneficiary institution

The Foundation for Educational Services is a public entity within

the Ministry for Education and Employment. It was created as a mechanism that works hand-in hand with the Education Directorates to provide a range of innovative educational initiatives. The Foundation aims to work with families and individuals through the development and implementation of educational programmes and services to promote integration and social inclusion.

The organisation has a hierarchical structure headed by the FES Board of Directors. The CEO and three Senior Executives make up the Senior Management Team and are responsible for the operations of the organisation. Other staff includes programme co-coordinators, centre co-coordinators, childcare assistants, play-workers, home work tutors and administrative and clerical support, involved in the implementation and delivery of a number of services.

Currently, FES services include the following:

Smart Kids Childcare Centres

Since March 2010, the Foundation for Educational Services has been entrusted with the running of Smart Kids Childcare Centres in various localities in Malta. The main aim of the



Kidorama – Creche & Montessori, Ireland

centres is to offer a personalised service of quality care for all children, especially those at risk of social exclusion.

Klabb 3-16

Klabb 3-16 is an after-school hours' care service for school-age children bridging the gap between when school finishes and when parents finish work, and provides care during out of school holidays where needed. There is a planned programme of activities on offer where children can first do their homework, play and take part in activities. The service provides a safe, stimulating environment with appropriate adult supervision and facilitation during non-school hours

Skolasajf

Skolasajf is offered during summer and caters for school-age children aged between 3-16 years attending State, Church and Independent Schools. It extends the hours usually provided by Klabb 3-16 to offer day care service for working parents. This programme is offered in 62 Skolasajf centres around Malta and Gozo to meet the demands of the families.

Summary of results and impact

The experience exceeded the participants' expectations as they gained sector-specific practical skills, new learning methods

and practices and refreshed attitudes towards teaching. Participants also showed appreciation for the benefits provided by the project as it increased their social, linguistic and cultural competencies, encouraged knowledge sharing and cooperation with other institutions as well as increased their job satisfaction. Furthermore, participants commented that through their participation in this project they increased their organizational and leadership skills, extended their professional network and increased their awareness of EU funding structures.

Specific theme

Continuous Professional Development of Staff



Evaluation Workshop, 4th May 2016

Project Reference Number:	2014-1-MT01-KA102-000036
Name of Sending Organisation (Applicant organisation) :	Institute of Tourism Studies (ITS)
Website of Sending Organisation (Applicant organisation):	http://www.its.edu.mt/
Start and end date of project:	01.06.2014 – 31.05.2016
Countries represented in the project (apart from Malta)	Belgium, United Kingdom, Ireland, Spain, Cyprus, Portugal, Italy, France

Objectives of the project

- To encourage ITS students to benefit from EU funds to sustain their mobilities abroad;
- To maximize learning, personal and career development of all participants;
- To increase multinational cooperation in mobility activities.

Target group

ITS Students following Diploma Courses mainly in the following fields:

- Sports Tourism & Active Leisure;
- Bar & Restaurants Operations;
- Hospitality Events Management;
- Culinary Arts;
- Hotel Operations;
- Rooms Division Operations.

Short description of beneficiary institution

The Institute of Tourism Studies is a VET/Higher Education institution aimed at meeting the changing needs of the Hospitality and Tourism industry. ITS was established in 1987 and consolidated by the Education Act No. XIII of 2006 of the Laws of Malta. ITS directs its resources towards the development of inclusive academic programmes which facilitate technical, generic and behavioral skills and competencies, integrate theory and practice and promote modern leadership approaches.

Summary of results and impact

Such mobility experiences helped to prepare students better for the industry. The certificates obtained after studying at

ITS are highly recognized both nationally as well as overseas, especially in the tourism sector where the individual would have done his/her placement.

Students commented that they have developed holistically after the mobility experience abroad especially since responsibilities change and they learn how to budget their expenditure for the duration of the mobility. Furthermore, self-confidence improves as they are better prepared to face new challenges within the tourism industry.

Specific theme

Main theme of the project was to give students at ITS an opportunity to travel and study abroad. Thus, implementing the theory learnt into practice.

KA2 - Cooperation for Innovation and the Exchange of Good Practices KA202 - Strategic Partnerships for vocational education and training

Programme:	Lifelong Learning Programme
Sectoral Programme: (applicable only for LLP)	Leonardo Da Vinci
Action:	Leonardo Da Vinci Partnerships
Project Reference Number:	National ID LLP/LDV/MT/PART/09/2013
Study Visit/Project Title:	AURORA 2014-2020
Name of Institution:	FOSTER Foundation
Start date and end date:	18-11-2013 to 31-07.2015
Visit Coordinator:	Mr Michael Debono
Country / countries represented by participants (if applicable):	8 countries: Belgium, Sweden, Malta, Germany, Poland, Turkey, Spain, France
Name of the project partner (if applicable):	Wisamar Bildungsgesellschaft gemeinnuetzige GmbH (Germany) Innovacion Social Emprendedores Sociales – ISES (Spain) NIEUWE MEDIA SCHOOL VZW (Belgium) Gazi Üniversitesi, Teknoloji Fakültesi (Turkey) Gazi Üniversitesi, Ostim Meslek Yüksekokulu (Turkey) Core Sp zoo (Poland) Société des rédacteurs d'AgoraVox (France) Ideella föreningen Globulen (Sweden) FOSTER- Foster Social Technological Economic Renewal Foundation (Malta)

Objectives of the Mobility

The main aims/ objectives of the AURORA project were:

- to maximise project partner's knowledge about the new EU/EC programming period 2014-2020 via peer-to-peer collaboration with a view to strengthening the cooperation between institutions/ organisations providing learning opportunities, enterprises, social partners & other bodies
- to upgrade and deepen already-acquired professional skills in EU competencies in regard to the programming period 2014-2020

- to empower European organisations to make an impact in realising initiatives e.g. for young people and SMEs using EU programmes/initiatives/funds and projects

These objectives were achieved through the interactive lessons held on the project meetings, the webinars, local seminars as well as the information on the project website.

The AURORA project aimed at empowering European organisations able to make an impact in realising initiatives for



both young people and SMEs using EU programmes/initiatives/funds and projects. Professionals working in similar specialized environments require upgrading and a deepening of already-acquired professional skills in EU competencies in regard to the new programming period 2014-2020.

To strengthening the cooperation between institutions/organisations providing learning opportunities, enterprises, social partners & other bodies in order to improve the respective working skills.

The project focalised on the new EC programming period in the field of lifelong learning, education, training, working life, enterprise creation & SME strengthening. It made provision for the use of web-based instruments to better engage professionals in the aspects of the 2014–2020 EU programmes.

Target group

Institutions/ organisations providing learning opportunities, enterprises, social partners & other bodies in order to improve the respective working skills, together with young people and adults who participated in the meetings and webinars in an exercise of adult learning.

Short description of beneficiary institution

Fostering Social Technological Economic Renewal” or FOSTER Foundation-Non-profit / Non-governmental organisation (NFP-NGO)

Amount of staff- 1 to 20

Amount of learners/trainees- 21 to 50

Summary of results and impact

The added value of the project is the strengthening of networking, exchange and cooperation between European organizations from different fields. People from different countries came together for the project meetings and shared their expertise and experiences in regards to the EU/EC programming period 2014-2020. Participants learned about topics such as dissemination, European funds for SMEs, EQF and ECVET, Erasmus+ KA1 Mobility projects, perspectives for unemployed people, youth unemployment in Europe, management and development of competencies in training and teaching, and university-business dialogue. Thus the participants upgraded their knowledge on how to use EU programmes/initiatives/funds and projects and their skills in writing, implementing and disseminating European projects. Furthermore the participants were able to improve their communication and foreign language skills as well as their intercultural competences. It also increased the understanding of cultural differences and similarities among European countries, structural systems and people.

All project results were shared during webinars and local seminars and are publicly available on the projects website so that people interested in the discussed topics which were not able to attend the meetings, webinars or national seminars can benefit from the projects outcomes.

The AURORA project reached all together around 97,500 people with all different activities, some directly in person (by seminars or webinars), some via articles or social media tools (e.g. Facebook pages, website, Pinterest).

As for final conclusions one the dissemination aspect of the project one can summarise that:

1. Has created awareness or built loyalty; **2.** Encouraged trial or involvement in the project; **3.** Changed opinions and attitudes; **4.** Developed new project ideas - In fact future cooperation is already established among several partners e.g. Germany, Sweden, Malta and Spain for future projects; **5.** Aid mainstreaming and achieved sustainability for our project; **6.** Ensured that our project's methods, lessons and good practice have an impact on policy or practice by getting key messages across to others

Any Tools / Products Developed

Interactive Lessons used in Project Meetings, Webinars and localised dissemination seminars. In addition leaflets and brochures were also produced and each partner created a Facebook page for its participation in the project.

Specific theme

The discussion topics and Webinars included various topical themes of a European nature, including amongst others, adult learning, unemployment, youths, SMEs, social media and citizen journalism and also specific groups such as entrepreneurs, migrants and women. A more detailed list of the themes is shown below:

- Theory & Practices methodology in Management & Development of Competencies in training/ teaching, Adults in Lifelong Learning, Perspective: strengths based training
- Lesson learnt from the previous Leonardo TOI programme: what evaluators evaluate
- Multimedia activities for project dissemination - use of specific social media (e.g. pinterest, vimeo)
- The University - business dialogue: Knowledge Alliances & the University Business Forum for local and international contacts
- EU Networks on employment & SMEs: Community of Practice on Inclusive entrepreneurship
- EU Network employment on Youth, EU platform against social exclusion
- European funds for SMEs
- COSME 2014-2020 European funds for SMEs in the 2014-2020 Programming Period
- Dissemination & promotion via social networks & online magazines





- Civic participation in EU projects: make people participate on internet
- Citizen journalism and web 2.0
- Helping women and migrants to be involved in European projects
- European Qualification Framework, EQF and ECVET/ EQAVET
- Erasmus+: perspectives for unemployed people (lone parents, migrants young drop outs)
- Transnational mobility inside Erasmus+: competences for a European labour market

Testimonials / positive comments from participants in final report

“Information was received a number of weeks before the meeting and that was good” (Poland Meeting)

“The participants thought that the communication has been very well done according to the answers. They also made good comments about the hosts!” (Turkey Meeting)

“The programme was in line with the objective that the research company and this meeting helped deepen certain points” (Poland Meeting)

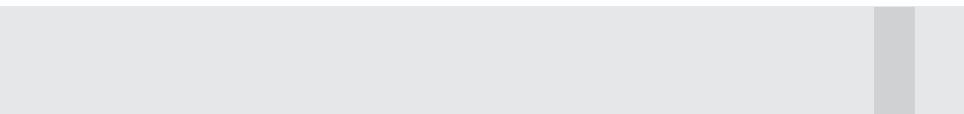
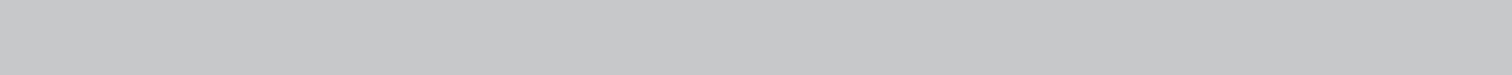
“The programme was prepared much in advance and all partners were able to comment on the programme and give suggestions.” (Germany Meeting)

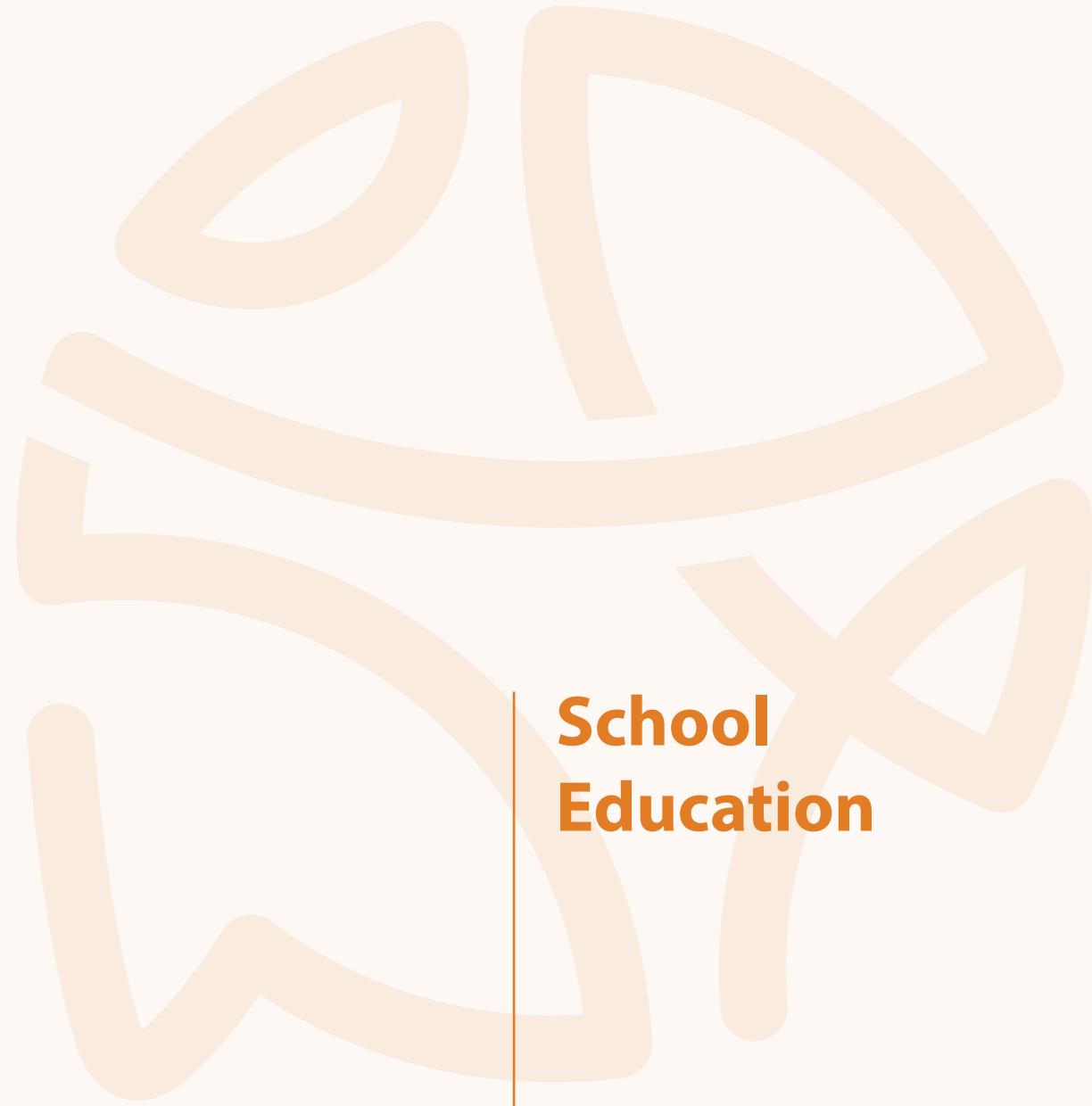
“This trip helped discover a new country and experience a new culture. After the meeting, we could do different activities.” (Poland Meeting)

The results of the Final Evaluation Report on Mobility Meetings showed that the most satisfied with the level of communication were participants in Turkey, Germany and Sweden. Also a good level of communication was recorded mainly in Poland and France.

In general, participants were satisfied with the programme of the meetings. The most satisfied with the programme were participants in the Turkish meeting (65% marked it as excellent), followed by the meetings in Spain, Poland and Sweden.

The majority of participants were very satisfied with the level of travelling in the selected countries.





**School
Education**



Key Action 1

Staff Mobility:

Teaching assignments: this activity allows teachers or other school education staff to teach at a partner school abroad;

Staff training: this activity supports the professional development of teachers, school leaders or other school education staff in the form of: a) participation in structured courses or training events abroad; b) a job shadowing/observation period abroad in a partner school or another relevant organisation active in the field of school education.

Enhancing the quality of early childhood education and care (ECEC) in order to improve the quality of services for better learning outcomes and ensure a good start in education for all.

Key Action 2

Strengthening the profile of the teaching professions through attracting the best candidates to the profession and by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools. Addressing underachievement in the basic skills of maths, science and literacy through more effective, innovative teaching methods. In particular, through projects focused on student-centred and problem-based active learning using multidisciplinary and inter-disciplinary approaches and through fostering critical thinking skills by addressing cultural and/or environmental context in teaching science; developing innovative didactical materials to increase motivation for reading of all pupils; addressing multilingual classrooms through methods building on diverse language skills alongside the main language of instruction.

Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of the academic spectrum.

KA1 - Learning Mobility of Individuals

KA101 - School education staff mobility

Project Reference Number:	2014-1-MT01-KA101-000066
Name of Sending Organisation (Applicant organisation) :	St Thomas more girls secondary school
Website of Sending Organisation (Applicant organisation):	School net.gov.mt/m.mortimergjl
Start and end date of project:	01.07.2014 – 30.06.2016
Hosting Organisation/s:	LFE EUROPE – UK QUARTER MEDIATION – Netherlands EUROPASS sas - Italy
Countries represented in the project (apart from Malta)	UK, Netherlands & Italy

Objectives of the Project

Inspiring a dynamic life-long learning community.

The ultimate aim of the project was to raise the performance of all teaching staff and the learners at our school. This implies that by age 16, our students will be able to obtain the necessary certification, knowledge and skills in order to pursue further education.

Ours is a 1000+ secondary school that is in a transitional stage, moving from selective schooling to a comprehensive, multi-levelled and inclusive type of education. By 2016 this will no longer be a girls only school and this implies a shift in mentality where gender equality must be practised. The school is therefore gearing itself in order to transform the challenges into success where despite the wide cross-section of students, we will motivate and inspire all individuals to grow and seek life-long learning.

This is a process that will be carried out on various levels:

**Teacher Training*

Firstly, we want teachers to participate teacher-training programmes intended to update and inspire teachers who are the leading force in any school. They need to be familiar with latest methodology and the use of ICT in the teaching process. It is by having dynamic and inspiring teachers that the school can endeavour to achieve better results with regards to higher academic and all round performance by our students. This is because we know that motivated teachers will result in motivated students.

**Motivating students*

The project envisages the growth of practices that lead to excellence in the teaching and learning process. Strategically planned activities that are aimed at supporting and encouraging learning are part of the process.

**Raising level of English Proficiency*

Our students hail from the southern region of the country where due to socio-historic reasons there is an ingrained reluctance to speak in English. The key to continued education in our country

is proficiency in English as this skill is indispensable when studying sciences, ICT and vocational subjects. This is the key our students require to stand a greater chance of succeeding on the employment market.

****Making use of drama***

The use of drama both in a curricular context and as an extra-curricular activity can help motivate our students; we hope to give them a central role, make them responsible, and develop their self-confidence. Having extra-curricular dramatic performances in English would also give students the opportunity to practise the language in an enjoyable and stimulating context.

****Increased collaboration with other European professionals***

Working with European partners, schools and other organisations would give the school the European dimension that enhances student learning, cultural appreciation and motivation for learning foreign languages.

****Updating teachers' ICT skills***

The use of ICT across the subjects is one way teachers can be more effective.

Participants

There are 9 participants in our school; six are teachers of English, one teacher of Music, one teacher of Maltese and the project co-ordinator is head of department for English. Initially, we had a teacher of European studies on board, however due to personal reasons the teacher decided to resign from the project.

Training undertaken

Six teachers of English together with their head of department attended an immersion course for secondary school teachers of English in Edinburgh, Scotland. The course focused on interactive classroom practice with differentiated teaching insights.

Our teacher of music and one teacher of Maltese attended a course on creativity in the Netherlands; the main focus was how to motivate students using various creative ideas.

The coordinator attended a course in Florence on how to apply social media in the classroom in order to motivate students and to make learning more progressive and inspiring.

The mobilities were all very successful with participants feeling enthusiastic with the ideas, contacts and possibilities they got from their various courses. We were able to carry out various new ideas and other activities that were inspired by our experiences during the mobility courses. Here are some activities held during lessons:

- *using drawing for creative writing
- *using word trail to find definitions in reading class
- *making tea during speaking class
- *using modelling in speaking class
- *using drama- play acting in literature class

Here are some extra-curricular activities

- *choir singing in English
- * putting up a play in English
- * attending theatrical performances

ICT

- * use of online drive for teachers of English to share resources
- *using facebook to exhibit students' work

As a result, most of the activities undertaken, both in class and extra-curricular, have become part of the school calendar or normal practice in our classrooms.

Target group

Direct – Participants (teachers/staff) that attended training abroad

Target Audience – Rest of the staff teachers via dissemination & students.

Short description of beneficiary institution

St Thomas More Girls' Secondary School in Sta Lucia Malta caters for approximately 1000 students ranging from ages 11 to 16. It was a selective girls' school until 2011 when we first welcomed a full cohort of girls who hail from the southern towns and villages of the island. It is in a transitional stage, moving from a selective, exam-oriented model to a comprehensive and co-ed model. Our greatest challenge is to provide an excellent learning experience for each student regardless of ability level, socio-cultural background and gender. Our updated website is : <http://www.stbenedictcollege.org/stlucija/>

The school itself is located in Sta. Lucia, a small village in south central Malta. It was completed in 2000, therefore it is modern, with large, well-lit classrooms and winding corridors. Each classroom has an interactive whiteboard, there are also computer, physics and science laboratories. Unfortunately,

there is no hall or gym, so many activities are held in the large outdoor grounds. The school has 7 staff rooms that house over 100 teachers. It is quite difficult to foster collegial practices since teachers from different staff rooms do not meet often enough. The school was originally named after Margaret Mortimer and was a 'Junior Lyceum'. When the college network system was introduced, in the scholastic year 2006-2007, the school formed part of St Benedict's College. In 2011 the school became part of St Thomas More College. Our College Principal is Ms Josephine Mifsud and our Head of School is Mr Gaetano Calleja.

The nature of our cohort of students is fast changing. Until 2011, our school was a 'Junior Lyceum' and students took exam in Maltese, Maths and English at 10 years of age in order to be admitted. These students are now in form 4 (year 10) and form 5 (year 11). In 2011 this selection process was stopped and so girls from most of the southern regions in Malta were admitted to our school. These students are now in form 3 (year 9). The school staff was aware of the changes and so various training sessions, meetings, new resources and other preparations were made in order to support the wider cross-section of student needs. Inclusion practices are a reality where learning support assistants help the teachers in supporting students with special needs. The school has its own network of professionals who work together to cater for specific needs. The number of students with personal, social and emotional problems has increased steadily in the last few years and so the school has also established a 'Learning Zone' to support these students. We also have students whose academic performance is excellent and the school has also tried to set up a think tank in order to challenge and stretch these students.

The near future will bring another change - as from 2014-15 our school will no longer take in students in form 1 (year 7) and form 2 (year 8) as these students will be attending the new 'Middle School' within our college. The Middle school will welcome both boys and girls. Our school will be the senior school thus, our first intake of co-ed students will be in 2016. We plan to work closely with our middle school in order to make the necessary mind set shift together with pedagogical preparation.

We still have kept the basic examination structure, with exams in each subject in the middle of the scholastic year and in the end of each scholastic year. As from 2011 the new syllabi have provided for 'levelled' teaching and learning where teachers can 'scaffold' and differentiate the content and methodology to help students carry out self-assessments. This is the link to the form 1 (year 7) online syllabi: <http://curriculum.gov.mt/en/Curriculum/Form-1/Pages/default.aspx>

Some problems and challenges are peculiar to this catchment area. One of the stumbling blocks that students from the south of the island often have as regards their academic performance is mastery of the English language. There are various historical, socio-cultural reasons that make our students reluctant to speak in English for instance. It is an ongoing challenge to help our students become more fluent and confident in English which is a tool they need in order to study Mathematics and sciences. With our present population of girls the success rate is quite good; however, we are aware that this is not enough because those failing English will eventually not achieve passes in the university of Malta secondary school certificate examinations at 16 years. We are also anticipating an even greater challenge in this aspect when the school welcomes boys in 2016 - boys from

the south being most reluctant to learn English. This is one of the main reasons why students choose to drop out of school at the end of secondary school.

Summary of results and impact

The courses provided a number of learning outcomes for the participants involved and experienced new methodologies and gain new competencies. The beneficiary managed to explain in detail and expand on each and every aspect related to the skills gained by the teachers and also how this helped tackling the aims and objectives of the school and the project itself.

The beneficiary explained how the courses help in:

- promoting drama in education as a tool to encouraging participation and bringing learning to life;
- Enhancing understanding of potential drama has in education and opportunities provides.
- Development of basic transversal skills such as leadership, problem solving, conflict resolution and communication;
- Enhancing professional skills through acquisition of versatile drama conventions and ability to structure them in order to reach envisaged learning outcomes;
- Providing and exercising creative ideas and practical resources for successful implementation and assessment.
- Improvement in use of English
- Promoting intercultural awareness and learning.

The project left a ripple effect. This mobility programme specific skills and knowledge were obtained - skills that are of much importance in order for the school to keep up-to-date with other European learning institutions as regards to European projects. Knowledge of European Projects will enable the

school to design effective project proposals in the future to effectively manage them. The beneficiary claimed that Erasmus plus is of great help to teachers and schools as such projects will help modernise the education and learning methods while helping staff acquiring skills needed to be successful.

The final report explains in detail the different ways and means used to disseminate the learning outcomes and methods to the School staff and beyond.

The beneficiary explained that when teachers who participated in E+ mobility shared their experience, skills and enthusiasm that generate a ripple effect on the staff and many became involved in extracurricular as well as lesson-time ideas that were carried out by the staff that attended training abroad. This showed more interest in future projects by other staff members.

Specific theme

New innovative curricula/educational methods/development of training courses
ICT – New technologies – Digital competences
Early School leaving/ combating failure in education.

Project Reference Number:	2015-1-MT01-KA101-003696
Name of Sending Organisation (Applicant organisation) :	Gozo College - Education Office
Website of Sending Organisation (Applicant organisation):	http://gozocollege.skola.edu.mt
Start and end date of project:	01.06.2015 – 31.05.2016
Hosting Organisation/s:	Eekhoutcentrum – Belgium “Motivated Learning for Everyone” - Belgium
Countries represented in the project (apart from Malta)	Belgium

Objectives of the Project

The Gozo College strives to improve the competencies of the its staff members both those at the managerial level as well as those at the teaching level. It strives to improve the skills including digital skills of all staff. It also strives to help all the educators working within the College to make the shift from traditional teaching and a traditional pedagogical approach to a 21st century learning environment. This project will help the participants to explore new tools and techniques to stimulate the interest of young learners and to introduce innovative teaching methods in our schools. Nowadays literacy isn't being considered anymore as just the 3Rs, but new competences such as collaboration, communication, critical thinking, creativity, citizenship and character education, also known as the 6Cs, are deemed as equally important. Participants will learn about the theory and practice of e-learning. The courses within this project will present a variety of solutions aiming at the creation and maintenance of a modern educational set up including solutions required in digital classrooms in the humanities and social sciences subjects. Participants will acquire and share experiences of working in a changing environment. The IT course will delve in a the digital classroom environments and learning management systems, new media, and in the context of cyber culture.

The activities of the three (3) courses being attended by the three (3) officials from the office of of the College Principal include both theoretical as well as practical sessions as detailed in the website of the provider: <http://www.erasmusplus-ist.eu/index.php/program-8>; <http://www.erasmusplus-ist.eu/index.php/e4t> and <http://www.erasmusplus-ist.eu/index.php/e4t>. The chosen three(3) officials are ideally placed participants for the said training course since they coordinate the activities and curricular as well as the professional development of whole Gozo College development and so would disseminate the knowledge acquired from this course with many teachers through the Professional Development sessions and in-service training courses that they conduct. The participants also meet regularly with their colleagues who work in the other colleges in Malta and thus they would be able to disseminate the information gained from this course with them as well. The Gozo College strives to improve digital learning in all its schools. This training course will help the participants to explore new tools and techniques to stimulate the interest of young learners and to introduce innovative teaching methods in our schools. Teachers need to keep abreast with new methods of teaching to improve their professional skills. By attending this course, the participants will learn theories and practices related with eLearning, different teaching/learning methods and discuss best practices and innovation through

workshops held during the training course. The course will present a variety of software solutions aiming at the creation and maintenance of a digital classroom in the humanities and social sciences subjects. Participants will acquire and share experience of working with new media in a digital classroom environment. The two participants selected work as eLearning support teachers within the Gozo College. They are the ideal participants for this training course since they visit most of the schools in the College and would disseminate the knowledge acquired from this course with many teachers through the Professional Development sessions and in-service training courses that they conduct. The participants also meet regularly with their colleagues who work in the other colleges in Malta and thus they would be able to disseminate the information gained from this course with them as well. The activities organised in the course are both theoretical and practical. Various methodological approaches will be used such as brainstorming, group discussion, group survey, critical debates and collaborative learning. The main activities organised are the following:- Introduction to ICT in Education particularly in the humanities and Social Sciences subjects;- Innovations and challenges in the digital classroom;- How to use Google in the classroom;- Discussion and team work: national strategies for e-learning, distance learning and open learning in digital environment;- Using Blogs in the Classroom;- Using multimedia tools (audio and video);- Synchronous and asynchronous online communication in the learning process;- Computer-mediated communication and Social Media;- Creating quizzes, tests and exams online;- The use of social networking and Web 2.0 tools for online learning;- Digital games and learning - games in the context of new media;- E-games and foreign languages learning;- Word games online - serious games and simulations in the digital classroom;- Group work: evaluation of e-games for learning;- Cultural and sightseeing activities;- How to design your own Website;- Discussion on the digital and the traditional classroom. The implementation of this mobility project gives

the participants involved, the opportunity to share a learning atmosphere of intercultural learning and can be the basis for further partnerships such as in eTwinning. It will also improve the participants' knowledge on the pedagogical methodology, both in theory and practice. The knowledge acquired will be disseminated with other teachers forming part of the Gozo College, thus having a direct impact on the students' learning and making them aware of skills, knowledge and attitudes that everyone needs in life at school and beyond.

Target group

Direct – Participants (teachers/staff) that attended training abroad

Target Audience – Rest of the staff teachers via dissemination & students.

Short description of beneficiary institution

The Gozo College Principal believes it is vitally important, that staff working within his office as well as those working within the wider context of the Gozo College, keep themselves abreast with developments and future trends: in educational leadership competencies (including inspirational leadership in combination with strategic leadership; in pedagogical methodology, insights and skills in areas such as the need for change, quality development, new learning, professionalism, change process etc; in ways of how to address the reality increased of multiculturalism as well as the presence of less obvious familial situations and realities; as well as in the use of new technologies necessitated by the reality of a technology driven world which requires a different mind set, in and beyond the classroom. In this regards, the Office of the College Principal regularly organizes Professional Development sessions for all the management teams of the schools within the College as well as for the teaching staff to help them accept that there is a need for change in the way teaching and learning occurs so as

to address the challenges that schools in Gozo have to face now and in the near future. Consequently the officials working at the Principal's office as well as other support staff primarily within the eLearning sector need to keep themselves 'au-courant' with new methodologies and trends. The staff participating in this particular project are all actively involved, or are going to be involved in conducting the above the mentioned Professional Development sessions or will be involved in the planning out of the strategies so required to address the above mentioned challenges facing the Gozo College.

Summary of results and impact

The beneficiary explains how all of the information, tools and knowledge acquired during the training course were disseminated to other teachers in the schools within the college and other eLearning Staff in Malta during Professional Development sessions and in-service training courses. The above mentioned objectives were part of the European Development plan. The implementation of this mobility project gave the participants involved the opportunity to share learning atmosphere of intercultural learning and can be the basis for further partnerships such as in eTwinning or future Erasmus+ projects. This allowed participants to improve the knowledge on the pedagogical methodology, both in theory and practice. The knowledge acquired will be disseminated with other teachers forming part of the Gozo college, this having a direct impact on the students' learning and making them aware of skills, knowledge and attitude that everyone need in life at school and beyond.

The beneficiary also provided detail list of how the implementation of this mobility project had a substantially higher value as compared to national courses which exceeded the expectations with regards to 'impact', making the project even more successful.

Overall the project seems to have reached the main aims and objectives, especially with reference to:

- improve digital learning in all its schools;
- improve its leadership approach, management and organisational methods as well as leadership quality at schools management levels .
- explore new tools and techniques to stimulate interest of young learners and introduced innovative teaching method in local schools

The report provided a detailed and clear description of how the aims and objectives were reached while tackling and addressing the topics and priorities indicated at application stage. The beneficiary provided very detailed description of the project implementation, learning outcomes and impact, while provided good examples of dissemination of project results, indicated sustainability and future plans for collaboration and projects.

This project can be considered as best practice.

Specific theme

New innovative curricula/educational methods/development of training courses

Quality Improvement Institutions and/or methods (incl. school development)

ICT – New technologies – Digital competences

KA2 - Cooperation for Innovation and the Exchange of Good Practises

KA201 - Strategic Partnerships for Schools Only

Programme:	Lifelong Learning Programme
Sectoral Programme: (applicable only for LLP)	Comenius
Action:	Comenius Multilateral School Partnerships
Project Reference Number:	2013-1-FR1-COM06-494776
Study Visit/Project Title:	European Industrial technology and Robotics, new educational approaches for creative learning
Name of Institution:	Gozo College Secondary School, Victoria, Gozo
Website of Institution:	http://gcss.skola.edu.mt/comenius/index.html
Start date and end date:	September 2013 – July 2015
Country / countries represented by participants:	Malta, France, Italy & Spain
Name of the project partner:	Gozo College Secondary School – Victoria, Gozo ITIS Pininfarina - Italy Lycee Pilote Innovant International - France Instituto De Educación Secundaria Alpajés - Spain

Objectives of the Mobility

During the two-year project, the participating schools from France, Italy, Malta and Spain worked together to expose their students to the European world of Robotics and Industry. The activities carried out were varied and ranged from robot building and programming to the analysis of the industrial activities with visits, to international collaboration on common tasks.

Target group

The students involved in this project were aged 13-18. They were coming from different backgrounds and most of them were studying technology related subjects at their respective

schools. Some students were coming from a difficult social background and the project gave them the possibility to explore new cultures which otherwise they would not have had to possibility to explore.

Short description of beneficiary institution

The Gozo College Secondary School, is a public secondary school catering for students between 11 and 15 years old. At present the first two years of study (Year 7 and 8) are co-educational while the remaining 3 years (Years 9,10 and 11) are only girls. We cater for all academic levels and the school looks at diversity positively and embraces a culture of inclusion.

Summary of results and impact

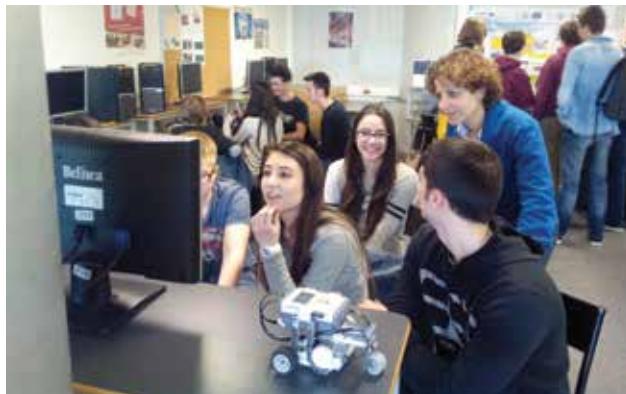
Through numerous activities carried out both at the respective schools and during multicultural activities, tangible and more important personal results were achieved. These varied from radio programs involving students from different countries, research about the use of robotics in our lives, visits to industries where technology is being used and invented, visits to universities and training institutions. We also had numerous occasions where the students could communicate both virtually and personally to enrich their European citizenship.

Any Tools / Products Developed

Although the main aim of this project was to expose the students to technology including robotics, a number of products were developed. Some of these products were developed differently by the participating schools and then shared amongst all partners both online and during our meetings while other products were developed jointly between all partners. These included an e- book, a number of newsletters, presentations, website, articles on magazines, an exhibition, an number of videos uploaded on youtube and lesson plans on different types of educational robots.

Specific theme

This project helped the participating students to grow from a personal perspective in the European citizenship as well as in their future job exposure.



Programme:	Lifelong Learning Programme
Sectoral Programme:	Comenius
Action:	Partnership
Project Reference Number:	2013-1-BE3-COM06-07606 2
Study Visit/Project Title:	FABLES - Find out what's Behind the Legends
Name of Institution:	St. Cecilia's Kindergarten
Website of Institution:	http://www.stceciliaskg.com/
Start date and end date:	01.8.2014 till 31.07.2016
Visit Coordinator:	GBS Polderstadschool

Objectives of the Mobility

To develop cultural awareness and tolerance amongst our multicultural students and teachers; to broaden their understanding of the challenges of the project, the traditional stories and morals.

To allow the children to represent themselves to all the partner schools, exhibiting their talents, sharing their knowledge and building self esteem.

To improve the children's oral and written communication skills in their own languages by talking, playing, performing, singing, acting, and through creative writing and creative arts.

For children to learn about other languages (phrases and vocabulary), to communicate with children from other parts of the world through the use of ICT tools (skype, email, DVDs and CDs).

To expose children to a variety of creative activities.

To improve the quality and increase the volume of partnerships between schools in different member states, so as to involve as many pupils as possible in joint educational activities during the period of the programme.

To enhance the quality and European dimension of teacher training.

To support improvements in pedagogical approaches and school management.

Target group

Pre-primary schools and primary schools

Short description of beneficiary institution

St. Cecilia Kindergarten, is a Private Kindergarten which operates two Schools. One is in Tarxien and generally caters for the southern part of Malta; the second school is in Attard, and mainly caters for the central part of the island. There are six kindergarten classes in each of the schools and the students are aged between 15 months to 5 years. Although the School is a Private institution, it is accessible to everyone and parents who have chosen to send their children to this school come from all walks of life. Children are taught to speak and understand the English Language and there is a great emphasis on the love of music, singing, drawing and painting. Children attending these Schools are encouraged to express themselves freely through their paintings, singing and music in order to develop their personal abilities and competencies.

We want to share our knowledge and culture with other partners, and to experience this international project to enlarge our vision and understanding of other cultures. We try to raise well-educated students who feel a strong sense of inclusion at their school, their country and the world. We work to raise them in every aspect. We endeavour to give them the ability to understand others, respect others and share the world with others. We believe that such international cooperation projects are necessary to reach

our goals and permit us a broader vision and understanding of each other. It is to the benefit of the children, that we can educate them and give them a good preparation for their future. At this very early age, through fun and play, the children are able to communicate with foreigners. This opens a wider dimension beyond their family, their school, their town and their country. We teach the children to be well behaved, respect others, understand other cultures and protect the environment, which is the heritage of all mankind. We believe that such multicultural cooperation projects enable us to reach our goals. We also involve the children's parents in the school activities and organise events which bring together children, parents and the teachers in a coherent holistic cultural action. This helps in the growth and development of the children, the parents, the teachers and the school.

Summary of results and impact

All outcomes were achieved; however some of the tasks were redistributed as three of the original applicants were not

awarded funding for their part in the project. The calendar task that was originally set to create one overall calendar was adapted as it was too complicated in the layout to have all the dates on one calendar. There was overlapping and not enough space. It was therefore decided that it would be clearer to



have individual calendars added to the blog for publication. The idea for the cards was to make a pack of cards using the favourites. However, instead it was decided that it would be more beneficial to exhibit all the cards sent to each country in each school for all to enjoy.

Any Tools / Products Developed

Website, The Book of Fables, Box of Knowledge, Comenius Game, DVD, Newsletter and Final Project Conference

Our objectives were:

To develop cultural awareness and tolerance amongst our multicultural students and teachers, to broaden their understandings of challenges of the projects, the traditional stories and morals.

To allow the children to represent themselves to all the partner schools, exhibiting their talents, sharing their knowledge and building self esteem

To improve the children's oral and written communication skills in their own languages by talking, playing, performing, singing, acting, creative writing and creative arts.

For children to learn about other languages (phrases and vocabulary), to communicate with children from other parts of the world through the use of ICT tools (skype, email, DVDs and CDs).

To expose children to a variety of creative activities.

To improve the quality and to increase the volume of partnerships between schools in different member states, so as to involve as many pupils as possible in joint educational activities during the period of the programme.

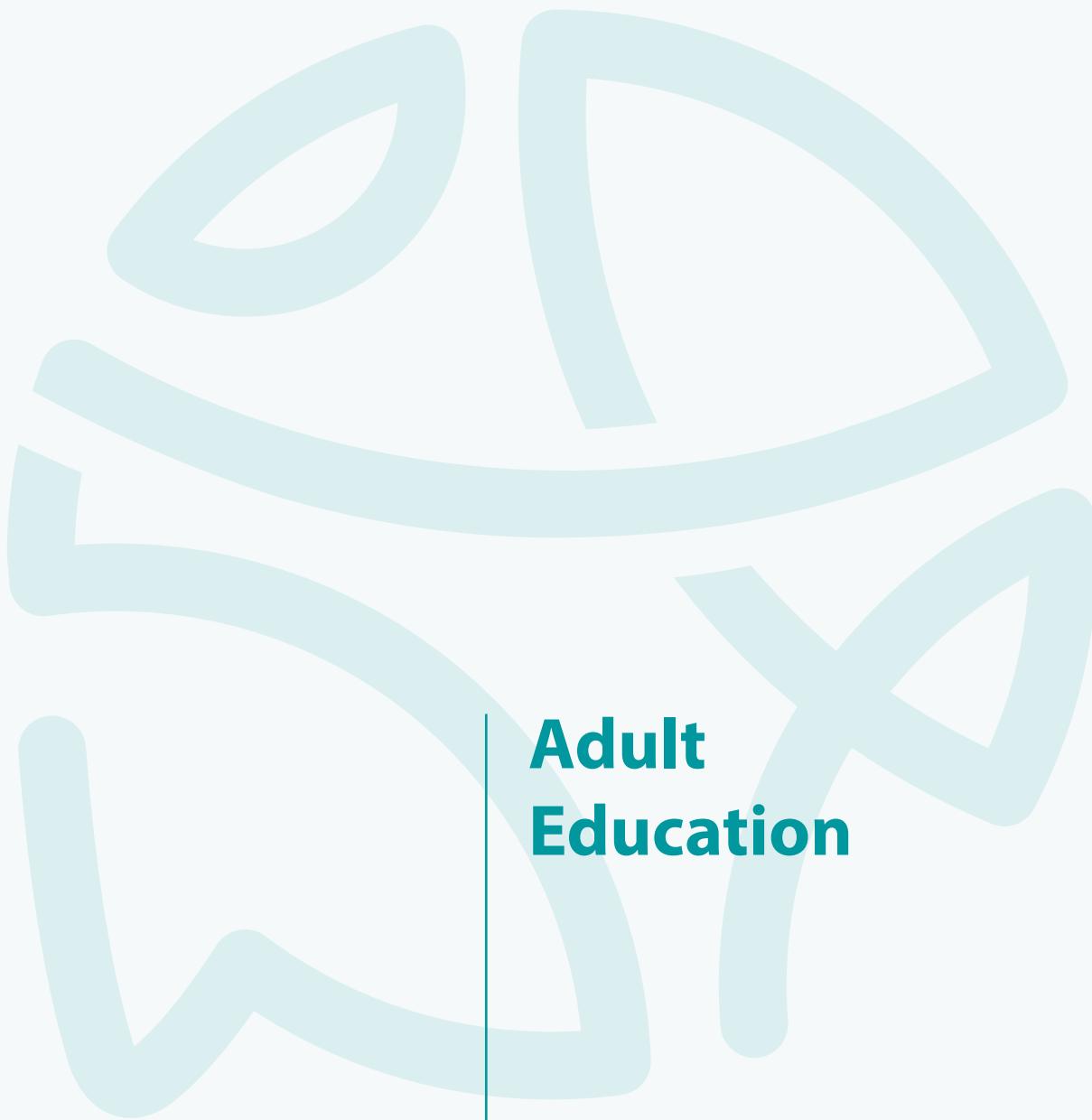
To enhance the quality and European dimension of teacher training.

To support improvements in pedagogical approaches and school management.

Testimonials / positive comments from participants in final report

Positive comments from Teachers and parents and National Agency





**Adult
Education**



Key Action 1

Staff Mobility:

Teaching/training assignments: this activity allows staff of adult education organisations to teach or provide training at a partner organisation abroad.

Staff training: this activity supports the professional development of adult education staff in the form of: a) participation in structured courses or training events abroad; b) a job shadowing/observation period abroad in any relevant organisation active in the adult education field.

Key Action 2

Improving and extending the offer of high quality learning opportunities that are tailored to individual adult learners' needs, including through innovative ways of validation, guidance and delivery to groups most in need.

Extending and developing educators' competences, particularly in the effective use of IT in adult learning, for better outreach and improved learning outcomes.

Designing and implementing effective provision for enhancing the basic skills (literacy, numeracy and digital) and key competences of specific adult target groups that are currently not well served.

Programme:

Sectoral Programme:

Action:

Project Reference Number:

Study Visit/Project Title:

Name of Institution:

Website of Institution:

Start date and end date:

Lifelong Learning Programme

Grundtvig

Learning Partnerships

LLP/GRU/MT/LP/10/2013

Learn Understand Trust Act

Write Deal Association

<http://www.animationmalta.org/>

2013-2015

Objectives of the Mobility

To raise awareness in our social environment that refugees are not merely numbers, but they have faces and stories and the right to express themselves creatively within the public. This was reached by conducting biographical interviews carried out in pairs composed of refugees and adult learners of the majority society. All interviews were then collated in a documentary.

Target group

The project involved cooperation between different types of organisations: institutions for adult education, cultural institutions as well as refugee relief organisations. The different institutions provided a variety of expertise and experience leading to a mutual learning process.

Short description of beneficiary institution

Write Deal Association is an NGO that was formed in 2011 and is made up of a group of artistic professionals hailing from different artistic backgrounds (script-writers, researchers, story-board artists, composers, designers, animators, graphic designers, modellers and voice talents) who work together to:

- Raise public and political awareness on social and environmental issues through its audio-visual productions



and work.

- Encourage and enhance the talent of local Maltese audio-visual artists (script-writers, directors, producers, animators, illustrators, composers, editors, sound-effects) and others.
- Educate and cultivate its members' talents by supporting them in training in their relevant fields.
- Support the Maltese language by producing productions (cartoons, films, documentaries, publications, etc) in both the English and the Maltese language.

Summary of results and impact

From the research conducted each country found the positive and negative points of views for each country's National Asylum Policy and was able to compare and contrast accordingly. Moreover, the documentary was the biggest flagship of this project as the participants were able to gather first hand experiences from the interviews conducted.

Any Tools / Products Developed

The main products were research and the documentary which can be accessed from: <http://www.luta-europe.aau.at/>



KA2 - Cooperation for Innovation and the Exchange of Good Practises

KA204 - Strategic Partnerships for Adult Education

Project Title: Motivating New technologies for Adult Education in Rural Areas
Project Coordinator: Plunges suaugusiuju svietimo centras
Project End date: 29.08.2016

The purpose of this project was to encourage and guide adult learners in various parts of Europe to creative learning and activities using new information technology tools. The project also enhanced creative language teaching pedagogy, especially in peripheral areas. The project brought together adults of different ages and background and ICT experts in e-learning. The main goal of the project was to empower motivation of continuous learning and creativeness of the adults.

The objective of the project was to create possibilities for adults' personal development in computer literacy and foreign languages using creative education methods, e-learning methods so that participants could have adopted knowledge gained in practice within their local communities or at work.

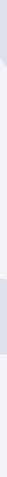
All partners organized a target group of adult learners who took part in international workshops and disseminated the knowledge gained at the local level establishing their own learning circles. The ICT experts in e-learning developed the content of the 9 international workshops and carried them out during the project lifetime. The final conference "Improving Adult Education Through the Use of ICT Tools" took place in June 2015 in Lithuania.

In addition the project focused on civic and cultural competencies of adult learners through cultural activities and the English language teaching which easily joined different cultures and enabled rich culture exchange.

The partnership created a European wide forum for the project and a sustainable platform for future development of creative education. All created materials have been presented in all partner countries via project website in English and their native languages. Working together increased international understanding and social inclusion. Dissemination events at local level permanently promoted local knowledge of creative education in all partner communities.



Youth



Key Action 1

Mobility of Young People:

Youth exchanges allow young people to develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, and much more.

European Voluntary Service:

Young volunteers are given the opportunity to contribute to the daily work of organizations dealing with youth information and policies, young people's personal and social-educational development, civic engagement, social care, inclusion of disadvantaged, environment, non-formal education programmes, ICTs and media literacy, culture and creativity, development cooperation, and much more.

Mobility of youth workers:

Supports the development of youth workers through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits or job shadowing periods abroad.

Key Action 2

Promoting high-quality youth work:

Foster the inclusion and employability of young people with fewer opportunities (including NEETs); promote intercultural dialogue and strengthen knowledge and acceptance of diversity in society; support youth workers in developing and sharing effective methods in reaching out to marginalised young people, refugees, asylum seekers and migrants, and in preventing racism and intolerance among youth; internationalise youth work and open it up to cross-sectorial cooperation allowing greater

permeability across all fields of actions concerning young people; professionalise youth workers, developing their competences, setting quality standards, ethical and professional codes; reinforce links between policy, research and practice; promote better knowledge, recognition and validation of youth work and non-formal learning at European, national, regional and local levels.

Promoting empowerment:

Open it to cross-sectorial cooperation allowing greater permeability across all fields of actions concerning young people, with a special focus on access to rights, autonomy, participation and the active citizenship of young people notably those at risk of social exclusion, through projects that: broaden and deepen political and social participation of young people at local, regional, national, European or global level; enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives.

Promoting entrepreneurship:

Education and social entrepreneurship among young people. Priority will be placed on projects in the form of transnational youth initiative that allow groups of young people to put ideas into practice, including through social enterprises, tackling challenges and problems identified within their communities.

Key Action 3

This action promotes the active participation of young people in democratic life and fosters debate around topics centred on the themes and priorities set by the Structured Dialogue and the renewed political framework in the youth field.

KA1 - Learning Mobility of Individuals

KA105 - Youth Mobility

Project Reference Number:	2014-2-MT01-KA105-000293
Name of Sending Organisation (Applicant organisation) :	Dyslexia Teens' Dialogue
Start and end date of project:	01-08-2014 – 31-12-2015
Hosting Organisation/s:	gruppo giovani dislessici
Countries represented in the project:	Italy

Objectives of the project

To explore further ways of promoting a positive and empowering school experience. In order to achieve such a mission, the group set the following objectives:

1. To share how Italian and Maltese dyslexic young persons feel about their learning disability;
2. To share together what methods are being used in Malta and Italy that work for dyslexic young persons;
3. To take the lead in promoting awareness about dyslexia and other related learning difficulties
4. To present the work of each group and learn how we can improve on it;
5. To develop new skills in leadership, teamwork, ICT, writing, presentation of our materials to professionals, to parents and other persons in the field to bring further awareness about the issue;
6. To develop a booklet with our experiences and tips for parents and professionals about how to deal better with children and youths with this condition;
7. To do an exhibition where we have the opportunity to bring together other youths, parents, professionals, policy makers and the public to see our work and messages and learn more about how to interact and work better with people with dyslexia.
7. To develop a website with the information of the booklet in English and Italian to bring further awareness;

8. To develop further the language skills (mostly the English for the Italians and the Italian language for the Maltese).

9. To influence stakeholders to change policies regarding learning disabilities such as dyslexia.

Target group

Policy makers, parents and young children with dyslexia

Short description of beneficiary institution

A group of 11 young persons from Malta who collaborated with another group of 11 young persons from Italy (Veneto Region) between 13 and 20 years who were diagnosed with a profile of dyslexia. The Maltese group was formed about 2 years ago and it was formed because of the conviction that the Maltese education system needs to understand and adapt better to children who have dyslexia and other similar conditions.

Summary of results and impact

1. creating better understanding of the world of dyslexia;
2. influencing policy makers to provide the necessary aids and resources;
3. influencing professionals to understand the potential that dyslexic children and young people have by giving them space in activities;



4. exploring new ways of working with dyslexic children and young persons;
5. exploring the potential of dyslexic children and young persons;
6. learn and develop linguistic skills in English and Italian
7. learn various soft skills such as leadership skills, teamwork, time management, project management, communication and other soft skills;
8. learn how to manage finances;
9. develop ICT and skills.
10. develop photography skills.
11. learn how to market a service or a product.

Any Tools/Products Developed

T-shirts and a video

Specific theme

Social exclusion



KA2 - Cooperation for Innovation and the Exchange of Good Practises

KA204 - Strategic Partnerships for Youth

Project Reference Number	2014-1-MT01-KA205-000348
Name of Sending Organisation (Applicant organisation)	Aġenzija Żgħażaġh
Start and end date of project	01-09-2014 – 31-08-2016
Hosting Organisation/s	YMCA George Williams Company; Stichting JONG Rotterdam; Asociația Centrală pentru Dezvoltare Comunitară Durabila
Countries represented in the project (apart from Malta)	UK, Netherlands, Romania

Objectives of the project

The aim of the project was to build Aġenzija Żgħażaġh's and the project partners expertise in the field of detached youth work and to develop quality assurance tools that are suitable for this particular youth work setting at different levels including service delivery, supervision of staff and management.

Target group

Youth workers and hard-to-reach youths

Short description of beneficiary institution

Aġenzija Żgħażaġh supports existing youth work provision through a number of schemes as well as through its own service provision such as the Youth Cafe's and the Youth Information Services as well as through its partnership with other entities to provide online support to young people through the Kellimni.com service. It is also currently involved in a transnational project that looks at the Austrian concept of Youth Coaching that seeks to support young people transitioning between school and work. It has also

managed a number of structured dialogue initiatives ensuring that young people are given a voice.

Summary of results and impact

1. the increased capacity to deliver quality youth work services in all partner countries through youth





commitment by politicians and policy makers to invest in such services;
4. the establishment of an ongoing collaboration among the project partners that will persist beyond the time frame of the project.

Any Tools/Products Developed

Evaluation Report

Specific theme

Social exclusion, employability, early school leaving.

workers who have acquired a better understanding of the nature of detached youth work, the way in which it can be assessed and the skills, knowledge and resources required to provide such a service;
2. increased knowledge and skills of managers in the youth work field through the sharing of good practice in relation to the practice and management of detached youth work;
3. greater awareness among stakeholders on the value of detached youth work services and the outcomes it can generate particularly for youth at risk of social exclusion leading to an increased



Success story from Germany and Norway

Project Title: Moving Audiences across Europe – Favourite Films

Start and end date of project:	01.09.2014 - 31.12.2015
Countries represented in the project (apart from Malta)	Germany and Norway

Project description:

“Moving Audiences across Europe - Favourite Films Initiative” is a transnational youth initiative employed with the preparation, planning and execution of two associated film festivals: the Favourites Film Festival (FFF), set to take place in September 2015 in Berlin, Germany, as well as in Tønsberg, Norway in October 2015.

Organizing the two festivals enabled participants in both countries to acquire crucial professional and social skills. Constant reciprocal discourse between the Berlin and the Tønsberg team stands at the core of the joint work as well as ongoing communication with festivals in other countries, with filmmakers and different facilities in Berlin and Tønsberg.

Interest-based assignment of activities and working in a very heterogeneous international team enabled every participant to bring their personal skills to the table and gain valuable experience. In an environment that is free of the “pressure to perform” participants gained self-confidence in their newly acquired skills and learn to trust their own ideas and working methods.

In preparation of the film programmes and during the film selection process, the focus was on the development of film analytical skills. Participants developed common assessment scales for the film selection and dealt with aesthetic and

thematic criteria. In the process they acquired important media competence: discussions about functioning and possible manipulation of the moving image lead to a more conscious and sensible handling of media content. During the two festivals participants also directly saw the effects the selected films had on the audience by observing film reception and talking to members of the audience.

The office work preceding the immediate festival planning required further important key competences that participants can learn according to their respective interests. This involved business acumen like budget-planning, organizational skills, time management, negotiation of contracts, confident communication with representatives of the press, rights holders and prospective partners, as well as skills in online programming and other computer skills. During the planning of the operations during the festivals the ability to organize and allot was trained. Another crucial element to the project was teamwork. Participants learnt to deal with conflicts of opinion in a productive manner, how to act in concert and stage two big international events with pooled forces.

KA3 - Support for Policy Reform

KA347 - Dialogue between young people and policy makers

Project Reference Number

2014-1-MT01-KA347-000291

Name of Sending Organisation (Applicant organisation)

Aġenzija Żgħażaġh

Website of Sending Organisation (Applicant organisation)

agenzijazghazagh.gov.mt

Start and end date of project

01.09.2014 - 30.05.2016

Objectives of the project

The main objective of this project is to start a Structured Dialogue between youth organisations and key decision makers and eventually take this dialogue to a wider spectrum of young people. This project intends also to promote the cross-sectoral aspect of youth policy by working with different Government departments, agencies and other entities simultaneously.

Target group

Young people from different backgrounds and with different skills and needs who can discuss the action plans found in the national youth policy and therefore influence and/or understand the decisions that have a direct impact on the quality of their life.

Short description of beneficiary institution

Aġenzija Żgħażaġh coordinates the Structured Dialogue on a local level and in line with the 'Renewed framework for European cooperation in the youth field (2010-2018)' the agency is always looking for innovative ways on how to create spaces where a wider array of young people and policy makers can meet and discuss policy issues.

Summary of results and impact

Through this project participants acquired various important key competences, such as: social and civic abilities, a sense of initiative and entrepreneurship, cultural awareness and enhancing communication skills. After each training session

and national youth meeting, youth ambassadors and youth workers use to evaluate the progress of the project and discuss whether the objectives of the project and participants' desired outcomes are being met. During the project, Aġenzija Żgħażaġh also included the participant's opinions and ideas in the feedback sent to the European Steering Committee through the EU presidency trio cycle.

Any Tools/Products Developed

The booklet 'Services for Young People' guides youth on how they can become more active citizens and participate in their community. This handbook can be adopted by other member states.

Specific theme

Reaching the policy level/dialogue with decision makers