

1.Start - Basic information

1.1. Project information

Name on project Come out of cage, be brave on stage!

Project number NPJR-2020/10209

1.2. Project access

Project read access

Project editor access

2.Institutions - Registration of Institutions

2.1.Coordinating institution

2.1.1. Registration of coordinating institution

Carnikava Primary School (LV-Carnikava PS)

Type of institution: Primary/secondary school

Postal address: Nakotnes iela 1, Carnikava, LV-2163, Latvia

Address for courier delivery: Nakotnes iela 1, Carnikava, LV-2163, Latvia

Telephone: +37167993613

E-mail: arnita.kampane@gmail.com

Web page: www.pamatskola.carnikava.lv

2.1.2. Legal representative

Name: Patkovska, Aija

E-mail: aija.patkovska@carnikava.lv

Phone number: 37167993613

Type of staff: Principal/headmaster

2.1.3. Contact person

Name: Kampane, Arnita

E-mail: arnita.kampane@gmail.com

Address: Zvejnieku 31, Carnikava, LV-2163, Latvia

Phone number: 37129222019

2.2.Partner institutions Partner institutions

Institution: DK-Skolen pa Grundtvigsvej (DK)

:

Type of institution: Primary/secondary school

Unit:

Contact person: Sørensen, Nikolaj

E-mail: pbem2009@gmail.com

Phone number: +45 21489955

Institution:	EE-Audru School (EE-Audru Kool)
:	
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Jaago, Sirje
E-mail:	sirje.jaago@audru.edu.ee
Phone number:	+3724464421

3. General info - General information

3.1. Nordplus Preparatory visit

3.1. Preparatory visit No

3.2. What shall you apply for?

Choose type of support:

MOBILITY - Class exchange

3.3. Project theme

Choose a theme Basic skills/key competences

3.4. Summary

Give a short summary of the project (250 words max)

The pupils have difficulties with presentation, communication skills and have a problem to create new ideas and take responsibility. This is noticeable in formal education, when pupils need to be able to present their work. But pupils are known to be very keen on expressing themselves in interest education. Someone sings well, someone has the talent of an artist, another has good leadership skills, another has organizational skills and etc. Therefore we will acquire creativity and communication skills during the project and combine them with some special presentations where a thought, opinion or message needs to be conveyed to the audience in a modern, creative way. These presentations would be prepared by pupils using digital technologies under teacher guidance. These presentations would be like a performances using dance productions, songs, sports activities, etc.

Pupils will work in groups (collaboration, communication), will develop: 1) creativity (idea generation and expression, stage designing, artistic skills); 2) entrepreneurial skills (planning, organizing, directing, controlling, decision making, presentation) and 3) digital skills (sound, light, online broadcasting, photography, filming).

Teachers will learn to believe in the expected outcome that pupils are working on by letting them creativity and supporting improvisation. Will be introduced the methods of achieving the goal in schools in other countries and try to implement the best into their schools in the near future.

3.5. Other information

Web page www.carnikavasskola.lv

Project period 09/2020 - 09/2021

3.6. Earlier/other Nordplus project

Previous Nordplus projects

Yes

NPJR-2019/10179 Let's do and grow for ourselves!

Class mobility project is a collaboration of 3 schools (Lithuanian, Estonian and Latvian schools) with target to develop pupils' entrepreneurial and digital skills, to expand their horizons, get to know pupils from another country and to create a sense of success for pupils so that they can be motivated to learn and work in the future for choosing a career in business and IT segment. We want to incorporate these skills into our learning process through compulsory schooling.

Nordplus applications in this round

No

4. Project description - Information of the project/cooperation

4.1. Relevance

4.1.1. Relevance

The application fit in Junior's framework in terms of target group and activities:

1) We, participating institutions, are formal education system's schools; all from different Nordplus countries. We have not the tax debts. This is only one project from us in this round. This is the second project from coordinator institution (Carnikava Primary school) and one of partner (Audru school), but the first project from Skolen pa Grundtvigsvej in Nordplus program. Our project supports activities are within Mobility section "Class exchange".

2) We are delighted to be joining the project with a partner we already know, with whom we have had a successful collaboration from previous years and from existing Nordplus 2019 project too. We also want to get acquainted with a Scandinavian school's practice and exchange good practice for further successful work.

3) The participants are pupils and teachers/other pedagogical staff. Age of participants in the project 10-14 (primary schools pupils). At this age, children are active, they like to be involved everywhere. From the perspective of professional career growth, children in this age-group must be given the opportunity to create things/events or work with them. In this way, they could get experience of a sense of success. According to career theories, this age-group is called as the stage of trial and temporary work, in which children identify their interests, abilities, skills, their talents and what they like, or don't like.

Pupils in primary schools must develop the creativity, communication and presentation skills; they must be directed to collaboration. These skills can be combined under the heading "entrepreneurial skills" further in text. All these skills are necessary for the pupils to be able to work more purposefully for developing their skills further in the secondary school.

3) The number of pupils participant from each country 20. Carnikava primary school has total 184 pupils in age of 5-9 grades and 84% are active in interest education system, Skolen pa Grundtvigsvej has a total of 600 pupils and most of them attend 1-2 activities after school (in Denmark schools don't offer after-school activities, since this is squarely a family matter to decide whether their kids have hobbies/activities in their spare time), but Audru school has total 165 pupils in this age group with a wide range of interest education sections in their school that pupils are very keen on attending and succeeding in self-development (of course, there are more active and less active pupils in the school, but the school always invites/motivates pupils to be active and attend these interest-sections).

Each school will carry out a selection of pupils for the exchange program (for example - questionnaire, motivation letter, learning and behaviour success, language skills, activity in out-of-school activities).

4) The program is relevant to the curriculum and can be integrated into there.

5) The idea of program activities is to acquire presentation, collaboration and digital skills, to expand their horizons, motivate and get to know pupils from another country. Pupils through practical action (work trials) will get knowledge and skills which are highly valued in labor market. The project will make pupils to deepen their interests, will teach to do the self-evaluating and will motivate them to take initiative and responsibility in the future.

The project is originate in the development needs of all participating institutions.

Our project conforms the general objectives of Nordplus:

1) with project we are strengthening and promoting the cooperation and contribute to the establishment of a Nordic-Baltic educational region;

2) we will exchange of experiences and best practice and these values will implement in our educational systems;

3) after successful project management, we will cooperate in future with workplaces, about development projects, exchanges and building of networks;

4) we will promote Nordic-Baltic culture and those understanding.

4.1.2. Contribution

Identify development needs of all participating organisations.

1) developing creativity/presentation/communication/digital skills in schools goes hand in hand with career education, its ability to interact with other compulsory subjects and integrate them into compulsory content. Career center is active in Carnikava Primary school. There, career education is integrated into

the compulsory content with organizing career development activities and events with participation of different professionals.

Audru school's pupils in 9th class meet the career advisor at school; sometimes some parents come and talk about their careers, but it does not happen too often. Comparatively, Skolen pa Grundtvigsvej sets in from the 8th grade with career guidance and counselling, which is topped off with an entire week spent at various high schools and vocational schools in the area, in order for the pupils to discover the opportunities open to them when they move on. Skolen pa Grundtvigsvej has a career days as well, with parents coming in to talk about their career (not as much their jobs, but more how they got there; both those who set an early goal and those who made their way through different paths before they found their "calling").

Therefore, it would be important to know how career education is organized in other schools and how they achieve the goals of their career education program.

2) According to a survey conducted by National Centre for Education of the Republic of Latvia, parents of pupils demand that the school should be able to teach the following skills: a) to complete things what they have started, b) to think of themselves as capable, working and successful, c) to appreciate what they have done without competing with other pupils. Carnikava Primary school would like to learn about the methods/organization of work in other schools to meet parents' demand.

This project for Carnikava Primary school would be the first major project organized by the pupils themselves (teachers would only be involved as mentors, supervisors).

3) Latvian schools are on their way to competency education. According to this we have project "School2030" recommendations and one of them is to implement the lesson "Drama" for 5th-9th classes in compulsory content. Carnikava Primary school has not lesson in Drama for 5th-9th classes, but we have to think how we teach this lesson for our pupils - whether it will be a separate subject or whether it will be integrated into the compulsory curriculum as a transversal skill. We want to investigate in more detail how such content is implemented elsewhere. Carnikava Primary school's pupils are experienced in working on different projects, but more or less not as organizers/managers themselves but as assistants and artists. Each year, Carnikava Primary school Pupils' Council gets more active and be able to initiate many interesting things. And the next step for Carnikava Primary school would be to be able to trust them and let them organize events and realize their own ideas.

4) Audru school in this project want to increase pupils' the interest to make more performances using different approach to make presentations. It is also important for the school to increase pupils' responsibility and communication skills, to increase the pupils' courage to speak.

5) Skolen pa Grundtvigsvej wants to incorporate the information and experience gained into the project into its subject curriculum and is confident that the result will be useful in any subject program that can be used by any teacher.

Clarify how all the participants (institutions and individuals) will benefit from the project, and how the results of the project will contribute to a positive development in the participating organisations.

1) During visit to Denmark, pupils will learn about national culture and international cultural heritage and use ICT to elaborate products. They collaborate on topics like writing joint scenarios, putting up plays, making masks and costumes, filming and livestreaming performances, making film trailers conveying meaningful messages on moral values and tolerance. Pupils who participate in national activities and international activities such as workshops, lectures with the expertise of professionals, interactive games and so on, bring gained knowledge and competences back to their own school communities and act as trainers to peers and younger learners from other educational institutions. Skolen pa Grundtvigsvej's teachers aim to create sustainable tools to promote major concept and achieve our goal by combining heritage with new technology being an up-to-date solution. We will develop a greater awareness of national cultural heritages not only within schools but in wider community. Our major striving is to make the pupils judge their aesthetic choices and teach them to be socially engaged by conveying meaningful messages. We believe there is more to becoming a successful pupil than academic success and our main objective is the development of the whole child. Our project offers a comprehensive view of national performing arts with an international perspective. It focuses on cultural heritage and growing understanding of cultural practices with the use of ICT. Our school cherish the possibility of working together with people from other parts of the world. We believe that a cooperation between international partners enriches the education system, both for the teachers and for the pupils. Sharing ideas and experience increases the children's knowledge in order to develop an understanding of the world. Our school would hope that participating in this project will broaden our pupils educational experience and encourage them to interact with their peers across Europe more confidently. With the expanding

use of ICT in our schools it is also hoped that our pupils will get the opportunity (by participating in the partnership) to enhance their language skills and acquire a vast knowledge of the different cultures spread out across Europe today. Furthermore, we aim to develop links with other schools in Europe, which may lead to an exchange of (teaching) materials and ideas. We have a long tradition for including drama and arts in our everyday teaching/learning and have worked with many forms of performances over the years. Recently we have set up a rendition of "Animal Farm" including the entire year 6 and 7. We are eager to share our experiences in this field and bring it to bear in the project.

2) During visit to Estonia, pupils will develop their cooperation skills, there will be workshops where pupils be able to work in groups and as individuals, they will get knowledge how to do creative presentations, how to use their skills doing attractive communication, will development their skills to communicate with people in other culture. The program plan also includes study tours led by professionals with outstanding and attractive communication skills. These study tours will be designed specifically for young people audience and will serve as model lessons for them.

3) During visit to Latvia, pupils will get an opportunity to strengthen their knowledge, entrepreneurial and digital skills through cooperation with other people. They will meet other cultures and others ways of thinking, but they will need to make one joint performance by prior arrangement. Work trials and successful outcome will make pupils more mature and independent; they will expand their horizons and deepen their awareness about various subjects, the surrounding world and themselves. Pupils will work in groups (collaboration, communication), will develop: 1) creativity (idea generation and expression, stage designing, artistic skills); 2) entrepreneurial skills (planning, organizing, directing, controlling, decision making, presentation) and 3) digital skills (sound, light, online broadcasting, photography, filming). Teachers will learn to believe in the expected outcome that pupils are working on by letting pupils creativity and supporting improvisation. Will be introduced the methods of achieving the goal in schools in other countries and try to implement the best into their schools in the near future.

Based on the experiences and observations of our school, most of the students currently enrolled in grades 5-9 have the following personality traits: they are keen on interacting with others, working with people and groups, and looking at situations and people with optimism. Often they want popularity and recognition from others, they want public appreciation of their achievements, they are free to express themselves, they like being supported and listened to. But they need someone to help them focus on the task.

So we are sure that pupils will enjoy this project because:

- 1) their desire to do something and everyone's abilities will be appreciated;
- 2) all activities will take place in a free, relaxed environment in which they will learn to express themselves freely, encouraging and supporting others; and
- 3) at the same time, they will learn to analyze themselves about the things they like best, what things they do, they are happy and what they should do in the future.

We will evaluate how they like the program, how much they have gained from the program. We will make changes/recommendations in program if it will be necessary after the project event. So the program can be integrated into each school for to being available to all school pupils.

In what ways will each partner contribute in reaching the objectives of the project?

By doing the activities defined in the action plan of project, following their execution, evaluating the results of each exchange in a timely.

In what way does the management of each institution support the project?

- 1) we worked together to create the program;
- 2) in process of project school management can provide our presentations in the relevant departments of the municipality;
- 3) the school management is ready to participate in the project,
- 4) school teachers and teachers from interest education will be involved,
- 5) school's equipment, including rooms/classes will be provided, if it will be necessary the municipality could help with promises (Culture centre and etc),
- 6) will work on the issue of ensuring the selection of pupils for the project (will develop criteria, procedure, and will evaluate);
- 7) standard materials could be provided, if necessary;
- 8) small souvenirs, gifts;
- 9) moral support and encouragement.

Explain and clarify the value of cooperating internationally:

We will:

- 1) acquire an international experience, new knowledge about the history, culture, tradition of other countries and the regions where we will be;
- 2) get insight into everyday life,
- 3) acquire new contacts, friendships, relationships that can be maintained through electronic networks,
- 4) improve English knowledge applying it to real life, living environment,
- 5) see a neighborhood view of developing entrepreneur skills (creativity, collaboration, brainstorming, presentation art, communication skills, project organization and management) in partner schools; we will compare it.

In a national level we can not to get international contacts especially for pupils, English in real life, we are not familiar with the education systems and traditions of other countries, we can not see it in face to face. The added value is all the above mentioned and that you are there in face to face with activities, you are in the whirl of events, you can participate in them, enjoy them and get international experience.

4.2. Project objectives and content

4.2.1. Objectives

Objectives are :

- 1) to develop pupils' creative, presentation, attractive communication and digital skills,
- 2) to expand their horizons, get to know pupils from another country, get to know more of existing friends;
- 3) and to create a sense of success for pupils so that they can be motivated to learn and work in the future.

Pupils will take part in workshops. They will have the opportunity to get to know and identify the different possible roles of organizing events. And they will be able to take on the role they feel called to act. They will thus gain knowledge and skills that are highly valued in today's labor market. They will be able to apply these skills now as pupils and in the future as part of the labor market. The project will make pupils interested in continuing to explore new opportunities for self-development, as well as deepen their interests and talents. The project will motivate the pupils to do what they do best and to develop what is best for them.

The planned activities are consistent and meet the objectives of the project through the learning process which is based on mutual communication, discussions, teamwork. There are presentations, brainstormings, study tours. Program's language is English. Meeting with the professionals will show for pupils how things are going on in practice, will answer their questions, expanding their horizons. Professionals will give expert advices for pupils to taking action for completing successfully the task.

Therefore:

- 1) Pupils will acquire presentation / communication and digital skills through workshop activities, discussions, study tours and meetings with professionals; they will work in creative workshops where pupils will make costumes, masks, stage designs.
- 2) Will develop digital skills through video, editing, audio recording and connection to video as well as sound and light broadcasting.
- 3) By communicating in group work, they will improve their English language, gain new contacts and maintain them.
- 4) During each exchange program, pupils will be creative, successful and responsible in their work, with satisfaction and success.

And all activities expand the pupils' horizons as a whole. Pupils will be active, motivated and enjoy the program activities.

Our expected outcomes of the projects are that pupils will recognize that they have got :

- 1) presentation/communication and digital skills and can to use them in practical life;
- 2) experience in brainstorming for develop new, creative possibilities/things;
- 3) an understanding of history, culture, traditions of the exchange region, including insight how students from other countries work on projects with diverse content.
- 4) expanded its horizons,
- 5) have improved communication skills in English.

The goals will be measured by the information, which we will obtain from the questionnaires, project diaries, as well as from the program tasks, creativity, pupils activities and communication in groups.

4.2.2. Activity plan

The program will be realized in one study year. We are planning that first week activities will take place in Oct-Nov, 2020, the second week in Jan-Feb, 2021, the final third in Apr-May, 2021.

1) Latvia's week.

The final product of the Latvia's week will be the performance of a story known to everyone in Latvia / the Baltics / Nordic countries. The story will be chosen by the pupils themselves, subject to prior agreement (eg using a videoroom like Zoom).

To ensure a more successful outcome of the final product, Latvian pupils will have already prepared several dances and several musical performances for this week, in order to involve pupils from other countries (project participants) in the project later.

If necessary, it is also possible to arrange with the visual arts teacher that a partial stage design is already being prepared for the majority of school pupils during school lessons. We can use the stage features (costumes) of the municipal Culture Center.

The conceptual support of the project is provided by youth dance groups leaders, a visual arts teacher, both music teachers (one is a pianist, the other is a singer with a very good voice, a participant of musical show The X Factor), improvisation theater actors, who perform on Carnikava and Riga stages, and is the host of various events. The conceptual support of the project is provided by the nearest head of a digital technology laboratory. If necessary, it is possible to attract others, incl. higher-profile artists known in Latvia.

Each participant will have a role in the performance - there will be dancers, singers, actors, text speakers (Latvian, Estonian, Danish and English), filmmakers, video editors. There will be responsible persons about live streaming on social networks, designing of stage (background, sounds, lights), will be assistants/helpers with behind the scene, will be responsible about the audience's welcome. Each participant will be able to gain insight into any role. If necessary, other pupils from the school will be able to supplement the number of participants in the project for the duration of the performance. We will be able to show the production to those interested - school pupils, parents, teachers, as well as other residents of Carnikava.

First (1) day

11-13 Introduction (presentation about our school, dating games, icebreakers, team work).

13-14 Lunch.

14-16 Carnikava's study tour – participants will be introduced with our village history, main objects, including our culture centre (Folk house), they will get know our values (fishing, lamprey (fish), river Gauja, sea, protected seaside nature park, etc).

16-16:30 Afternoon snack.

16:30-18:30 Workshop: discussing the results of homework, presentation of idea.

18:30-19:00 Resume: end of the day, diaries.

Second (2) day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Theory combined with practical classes (workshops): Public speech, stage speech, stage performances, scenario of the event. Brainstorming, discussion, presentations of results.

13:00-14:00 Lunch.

14:00- 18:30 Riga tour (1) study tour to opera or theatre, where could get insight about work behind the scene, getting to know a work organization for events; (2) Old Riga study tour; (3) Afternoon snack.

18:30-19:00 Resume: end of the day, diaries.

Third (3) day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Theory combined with practical classes (workshop): Digital technologies - audio recording preparation; audio track recording in multiple languages. Groups work.

13:00-14:00 Lunch.

14:00- 16:00 Creative workshops for stage design. The first brainstorming, discussion, after creative work in groups.

16:00-16:30 Afternoon snack.

16:30-19:00 The first rehearsal of performance and resume: end of the day, diaries.

Fourth (4) day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Theory combined with practical classes (workshops): Digital technology - a lesson on social networking opportunities. Lesson on Copyright Usage. Insight in providing sound, lighting, filming.

13:00-14:00 Lunch.

14:00- 16:00 Stage and hall arrangement, preparation for the performance.

16:00-16:30 Afternoon snack.

16:30--20:00 The second rehearsal of performance and end of the day, diaries.

Fifth (5) day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Digital technologies workshop: work with performance in digital version. Groups work.

13:00-14:00 Lunch.

14:00- 16:00 General rehearsal of performance show with filming, with sounds, lights, with costumes.

16:00-16:30 Afternoon snack.

16:30-18:00 Free time (team building activities, preparation to show (dressing and self-preparation)).

18:00-19:00 Show performance.

19:00-20:00 Dinner.

20:00-23:00 Stage removal and party for participants.

2) The week in Denmark:

In keeping with the overall topic of the project we will delve into the part of the theatrical world concerning costumes and masks. During the course of the week the pupils will get a thorough introduction to creating costumes and masks and their respective significance in the history of drama. At various workshops they will create their own costumes and finally present their work in a "fashion show" mirroring costumes through the ages.

First day

11-13 Introduction (presentation of our school).

13-14 Lunch.

14-16 Study tour of Frederiksberg.

16-16:30 Afternoon snack.

16:30-18:30 Workshop: Introduction of Masks and Costumes through the ages.

18:30-19:00 Resume: end of the day, diaries.

Second day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Workshop "Costumes" Part 1 - The pupils will benefit from the knowledge of professionals on aspects of costuming, design, and making of costumes and accessories.

13:00-14:00 Lunch.

14:00- 18:30 Study tour of Copenhagen including a visit to the costumes department at the Royal Theatre.

18:30-19:00 Resume: end of the day, diaries.

Third day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Workshop "Costumes" Part 2 - The pupils will benefit from the knowledge of professionals on aspects of costuming, design, and making of costumes and accessories.

13:00-14:00 Lunch.

14:00- 16:00 Workshops for stage design.

16:00-16:30 Afternoon snack .

16:30-19:00 End of the day, diaries.

Fourth day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Workshop "Costumes" Part 3 - The students will benefit from the knowledge of professionals on aspects of costuming, design, and making of costumes and accessories.

13:00-14:00 Lunch.

14:00- 16:00 Preparation for the performance.

16:00-16:30 Break.

16:30--20:00 End of the day, diaries.

Fifth day

9-9:30 Arrival, day plan, summary of yesterday.

9:30-13:00 Workshop : Final touches on costumes.

13:00-14:00 Lunch.

14:00- 16:00 General rehearsal of performance.

16:00-18:00 Free time (preparation for Theatrical Fashion Show).

18:00-19:00 Masks and Costumes on parade!

19:00-20:00 Dinner.

20:00-23:00 Party for participants.

Estonian week:

In Estonian week pupils will develop their cooperation skills, there will be workshops where pupils be able to work in groups and as individuals, they will get knowledge how to do creative presentations, how to use their skills doing attractive communication, will development their skills to communicate with people in other culture. The program plan also includes study tours led by professionals with outstanding and attractive communication skills. These study tours will be designed specifically for young people audience and will serve as model lessons for them.

1. day:

12.00 Arrival.

12.30-13.00 Lunch.

13.00-15.00 Introductions of the school and the area, games.

15.00-17.00 Workshop : communications skills. Groups work.

17.00-17.30 End of the day, fill diaries.

2.day:

8.00-8.30 Arrival, day plans.

8.30-12.00 Workshop - How to make presentations (theory, experience, practical class).

12.00-12.30 Lunch.

12.30-16.00 Study tour in Pärnu.

16.00- 16.30 Afternoon snack.

16.30-17.00 End of the day, diaries.

3.day:

8.00-8.30 Arrival, day plans.

8.30-12.00 Workshop : Presentation through the dance.

12.00-12.30 Lunch.

12.30-16.30 Workshop - Practical part.

16.30-17.00 Afternoon snack.

16.30-18.00 End of the day, diaries.

4.day:

8.00-8.30 Arrival, day plans.

8.30-12.00 Stage design workshop (groups work).

12.00-12.30 Lunch.

12.30-16.00 Preparation for the performance.

16.00-16.30 Afternoon snacks.

16.30-18.00 End of the day, diaries.

5.day:

8.00-8.30 Arrival, day plans.

8.30-12.00 Preparations for the performance.
12.00-12.30 Lunch.
12.30-16.00 Rehearsal.
16.00-16.30 Afternoon snack.
16.30-17.00 Free time.
17.00-19.00 Performance show.
19.00-22.00 Stage removal and party for participants.

4.2.3. Evaluation

- 1) Starting a project, pupils aged 10-14 from each partner institution will voluntarily participate in the survey; the results of the survey will show whether pupils are interested in acquiring entrepreneurial skills and whether it is important for them.
- 2) At the start of the school exchange, each pupil involved in the project will have to fill the questionnaire; the results of the survey will show that schools have so far lacked purposeful business skills, but a relatively large number of pupils will allow, that their career in the future will be linked to business.
- 3) In each exchange visit program, pupils will work in groups and will be assessed by the teachers involved in the project (will be assessed - creativity, initiative, ability to collaborate, communicate, as well as the role in group (leader, performer, idea generator, etc.)).
- 4) During each visit, pupils fill in a project diary (what he learned new, liked, no); the diary will allow us to assess whether the pupils enjoyed the activities, what new knowledge they got, and what their emotions are).
- 5) The summary of the activities in the project will be prepared after all visits (based on questionnaires, assessed group work, diaries) within 30 days after the final visit.

To achieve our goal, we have developed a detailed plan of activities. To performing the tasks specified in the activity plan will help us not to deviate from the goal of the project activities. During the preparation and the time between the visits will be an active communication between the partner schools contact persons (checking what is done, what we need to do, when we need to do, and in what way).

4.3. Organisation and implementation

4.3.1. Sharing responsibilities and workload

Each participating institution is responsible for its activity plan in own country:

- 1) about project preparation,
- 2) about the exchange program that is being organized in their country under the plan;
- 3) about dissemination of project results for internal and external communication.

During the exchange visit, each partner is responsible for their school participants. By participating in an exchange visit, the partner school teachers are actively involved in the work of the groups, when needed. Each teacher will have to evaluate the performance of their group members during the project.

All partner institutions are responsible for evaluating and summarizing of the project results, creating a summary presentation in English. Then, if each partner institution thinks it is necessary to translate into the national language, institution does it themselves.

All project participants must follow the host school's internal rules and security issues.

Each partner institution is responsible for respecting the privacy of its group's participants (according to the data protection regulation), ensuring parental consent for pupils' photography needs.

All partner institutions have committed themselves to inform each other of any incidents affecting to implementation of the project.

The partner institutions are committed to communicate with each other on any communication request and, if it necessary, to respond to each other within maximum two working days.

The partner institutions shall provide the coordinator with timely and accurate invoices and reports in accordance with the provisions of the Nordplus program requirements.

The coordinator is responsible for the application and the granted funds, as well as for the whole project and for putting the project on the e-Twinning platform.

4.3.2. Effective communication

We will actively communicate both over the phone and via e-mail, especially when we will prepare the exchange trips and after all the exchanges have taken place and will be necessary to work together on

the summary of project results. Communication will also take place in e-rooms if necessary (Skype or Zoom). We will also use the e-Twinning platform.

The partner institutions are committed to communicate with each other on any communication request and, if it necessary, to respond to each other within maximum two working days. The partner institutions will provide a replacement of contact person in case of illness or vacation.

4.3.3. Anchorage

We will use the developed programs in the learning process and in out of schools activities. Prepared materials will be supported for teachers.

Program activities can be integrated in the content of the compulsory curriculum:

- 1) in Computer science, we will purposefully develop creativity and digital skills for pupils for the following way - pupils could prepare ads in video and audio format, as electronically announcement, as handouts, preparing posters for school events. At the same time, pupils will learn light and sound technology, capabilities, video filming, editing, and presentation;
- 2) in Crafts and Arts, including Music, Visual arts, Household technology lessons - pupils could learn to make interior design, develop spatial thinking, sew, glue, and use various materials available to make costumes, masks and stage designs;
- 3) in English Studies by learning any subject, connecting it with world events, about famous people, their stories, achievement of their goals, talents, culture, art, etc. Also, any learnable topic presented individually or in groups. Speaking with other natives in English is also the biggest language training.
- 4) in Sport - acquisition of sports dance elements, incl. rap, hip hop, also development of sports theater.
- 5) in History and Geography - it is important to promote the cultural heritage of our countries, to learn how to highlight geographical features and search some tools for creating new means of expression based on our history, on our geographical features.
- 6) in Social Studies - presentations on any subject, expressing one's opinion on any subject, speech culture, business etiquette, communication skills.
- 7) in the Classroom classes (in hours of upbringing or in career lessons) it is possible to discuss different values, skills, talents, to encourage pupils to do self-assessment, to teach pupils to purposefully go to their goal.
- 8) during the school's project weeks, to solve some of the needs of society by presenting results, collecting opinions, implementing ideas, etc.

Program activities can be integrated into out-of-school activities, in different sections of interest education (robotics, drama, music and arts, in sports sections, in creative workshops, in summer camps and etc.

Non-project teachers will benefit from the project through access to proven programs, program materials that will greatly facilitate their work.

Non-project pupils will benefit from the project through more interesting lessons and more practical activities. Lessons in the classes will be more hands-on, where everyone will be able to train their creativity, presentation skills, as well as work to assess whether I like it or not, which I would do better and about it take full responsibility.

4.4. Dissemination of results

4.4.1. Internal dissemination of results

The target audience includes: participant schools, their pupils as well as pupils' parents, pupils from other schools and their parents.

Dissemination of results schools will get after each exchange, information will be posted on the school website within 10 working days. At the end of the project, a summary of the results will be posted on the school website within 30 working days.

Participating pupils and their parents will get information about the results after each exchange trip through the school's internal communication network (Latvians www.e-klase.lv, Danish www.aula.dk/portal/#/overblik and Estonians www.audru.edu.ee) within 10 working days. They will also receive the results of the project summary after last exchange trip within 30 working days.

Other school pupils will be informed in the following way - the participating pupils will present information about every exchange week (in English classes) and a big summary of the results in their classes creating "press releases" within 30 working days (if the current school year is not over) or early September (when is started next learning year).

Parents of non-participating pupils will find out about the project results at the parents' day meetings in the schools and will get information through school's internal communication networks (www.e-klase.lv, www.aula.dk/portal/#/overblik, www.audru.edu.ee).

Information about results will include the following data: 1) summary of the project activity, 2) presentation of achieved results (Equal and different in Partner's countries; What we can learn from each other; What did pupils like, dislike; What did they learn? Whether pupils want to continue to expand their presentation/communication skills? Do they allow the possibility that in the future they will associate their career with their talents today? Have they chosen the interest education themselves, or have they been led by parents? Do they like what they do in interest education?).

Intended result for participating pupils is to get acquainted with the scoreboard of all three countries, find out what knowledge, skills and competences have been learned in the project, to serve as a further incentive for them to participate in such projects.

Intended results for non-participating pupils is to provide new information on the activities in which their school was involved. Perhaps this will develop an interest in participating in future projects.

Intended results for parents is to become acquainted with the project activities and increase participation in school projects, events in the future as well as become more involved in schools' career days, accepting pupils as "shadows" in the Shadow Days and possibly also becoming mentors to the pupils of their own school.

4.4.2. External dissemination of results

The initial information about starting the project and its project progress will be published in the partner institutions' web pages (www.carnikavasskola.lv, www.audru.edu.ee, www.aula.dk/portal/#/overblik and the respective schools' Facebook pages. Dissemination of project results (Equal and different in Partner's countries; What we can learn from each other; What did pupils like, dislike; What did they learn; Whether pupils want to continue to expand their creativity/presentation/communication skills; Do they allow the possibility that in the future they will associate their career with their today's talents; Have they chosen the interest education themselves, or have they been led by parents; Do they like what they do in interest education; What interests are students interested in) will be:

- 1) inserted in the partners' municipality web pages (www.carnikava.lv, www.audru.ee, www.frederiksberg.dk);
- 2) posted on Facebook;
- 3) get publicity in local press and regional press (Latvia - Carnikavas novada vestis, Rigas Aprinka Avize, Estonia - Audru Kodused Häälled, Pärnu Postimees, Denmark - Frederiksbergbladet (local paper), TV2 Lorry (local TV)).

Results will be presented in Coordinator institutions - 1) Carnikava Municipality (Department of Education, Culture and Sports and Development and Planning Department), 2) for Culture Center representatives, 3) for Music and Arts school administration.

We, all partners, will spread the results to provide information to the inhabitants of the local region about the project, because we want to draw the public's attention to the need to develop pupils' creativity/presentation/communication skills. We want to show to the inhabitants that youth are intrigued by issues that affect their own interests and that today's young people are active with willing to work. We want to show to the inhabitants the need to trust young people more by engaging them more in daily activities, giving them a little more freedom of expression.

Expected results for municipal websites - the municipality should support the organization of various events in their area. Perhaps the municipality could give more support to the ideas of young people, provide opportunities for young people themselves to organize events in their territory, within the framework of various project competitions, to motivate young people to write projects, submit them for evaluation, invite to project presentation, audition.

Intended results for Facebook, local and regional press - to tell about ourselves, about our activities in the project.

To tell other educational institutions in the our region about our positive experience, and perhaps in future they will be motivated to participate in such funding competitions.

4.4.3. Results on a long-term basis

We all have equal values and we all want to continue to develop the idea of acquiring creativity, presentation and communication skills in our schools, giving pupils the opportunity to do it in the most exciting way possible, so we plan to cooperate in this area through experience exchanges between teachers. By deepening cooperation, it is possible to expand the project program in the future, for example,

- 1) a weekly project activity for a much wider range of pupils in our schools, or
- 2) to prepare and send various video greetings to friends' schools, classes,
- 3) to develop joint projects in the future that could affect not only the school audience but also the local community.

5. Mobility - Mobility activities in Nordplus Junior

5.1. Class exchange

5.1. Registration of mobility - Class exchange

Class exchange

Who	From country	To country	Number of travellers	Duration each traveler	Total grant
Accompanying teacher (class exchange)	Denmark (DK)	Estonia (EE)	4	0m, 1w, 0d	2620
Accompanying teacher (class exchange)	Denmark (DK)	Latvia (LV)	4	0m, 1w, 0d	2620
Accompanying teacher (class exchange)	Estonia (EE)	Denmark (DK)	4	0m, 1w, 0d	2620
Accompanying teacher (class exchange)	Estonia (EE)	Latvia (LV)	4	0m, 1w, 0d	2020
Accompanying teacher (class exchange)	Latvia (LV)	Denmark (DK)	4	0m, 1w, 0d	2620
Accompanying teacher (class exchange)	Latvia (LV)	Estonia (EE)	4	0m, 1w, 0d	2020
Pupils (class exchange)	Denmark (DK)	Estonia (EE)	20	0m, 1w, 0d	6000
Pupils (class exchange)	Denmark (DK)	Latvia (LV)	20	0m, 1w, 0d	6000
Pupils (class exchange)	Estonia (EE)	Denmark (DK)	20	0m, 1w, 0d	6000
Pupils (class exchange)	Estonia (EE)	Latvia (LV)	20	0m, 1w, 0d	3000
Pupils (class exchange)	Latvia (LV)	Denmark (DK)	20	0m, 1w, 0d	6000
Pupils (class exchange)	Latvia (LV)	Estonia (EE)	20	0m, 1w, 0d	3000
Total			144	0m, 144w, 0d	44520

Ev. comments to the mobility

6. Budget - Budget

6.1. Budget

EUR - Euro	Nordplus contribution	Own contribution	Sum
Mobility			
Class exchange	44 520	0	44 520
SUM - Mobility	44 520	0	44 520
SUM - Total	44 520	0	44 520

Comments to the budget

6.2. Attachment

Attachment

- * [LOI_Latvia.pdf](#)
- * [LOI_Estonia.pdf](#)
- * [LOI-Denmark.pdf](#)

6.3. Bank information

Bank name: Treasury Republic of Latvia

Bank account holder: Carnikavas novada dome (Carnikava's Municipality)

Address bank account holder:

Stacijas street 5, Carnikava, LV-2163, Latvia

IBAN: LV90TREL9801960805210

BIC-code/SWIFT-address:

TRELLV22

VAT-number OR Organisation number

LV90000028989

Your reference: -