



OPEN DOORS FOR NON FORMAL EDUCATION

The project "Open Doors for Non-Formal" is proposed by Ghindeni School, located in a rural area, without a consistent support of the local administration, with single-parent families or parents working abroad, children being left in the care of their relatives, which leads to a poor motivation for school activities.

The objectives we focus on in this partnership are: the orientation of learning towards the European systems, the involvement of the local community in the educational activities,

in order to motivate students and provide them with the necessary competences for further learning. The project will aim to increase learning motivation, basic skills and transverse (digital multilingualism), development, testing and implementation of innovative teaching methods, student-centred, based on the 8 Multiple Intelligences, non-formal learning and activities both outdoor and indoor.

Project partners represent schools and adult training institutions with a different cultural, social and

economic background. Project partners have different ways to respond to challenges and have different experiences and points of view. By working together as partners we can explore the differences, identify similarities and move towards common "European" solutions with local variations. The participants in this

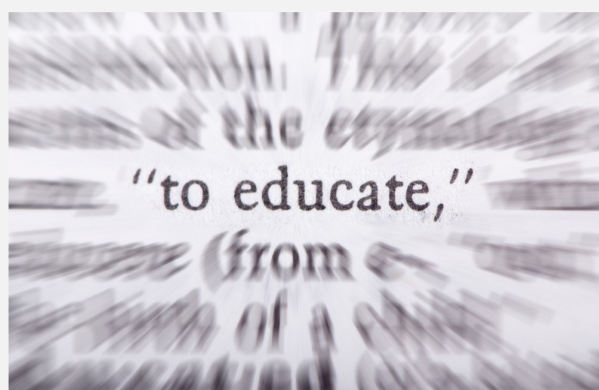
with the European educational system, to benefit from examples of good practice, to share experience, to establish cooperative relationships with foreign partners.

The students involved in project activities will be chosen especially from the disadvantaged groups-poor families, emigrants, children with special educational needs-

considering they could have more benefits from the partnership results, by learning to learn in a different, incentive way, in different learning environments.

The work methods used during the partnership will be active-participatory and non-formal, group centred, set on a cross curricular approach of learning, stimulating communication and reflection, use of cultural and historical heritage, ICT and mobile technologies, outdoor education, learning by doing, hands-on. This practice process will motivate and stimulate all categories of participants,

will encourage teamwork, offering the feeling of safety.



project are staff and students from the partner schools, staff of Quarter Mediation, experienced in teacher trainings in learning motivation issues and staff from CJRAE DOLJ, experienced in counselling activities for students, teachers and parents. The groups from each school are heterogeneous, following that the teaching staff at all levels of school education, also the teaching aids, to be in contact

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Erasmus+



Scoala Gimnaziala Ghindeni

Ghindeni School promotes social cohesion policy of the European Commission, to allow access for all to the formal and non-formal education, to make it easier the transition from one area of the educational system to another, from early childhood to adult life. Students are considered partners in the educational process; the school is seeking the harmonious psycho-intellectual and skills development of each of them.

Our **school's mission** is to provide, strengthen and ensure a European quality education for students, so they will be able to integrate into higher education levels and in the labour market in a dynamic society.

This approach is based on **individual** (as an entity capable of physical, intellectual, moral

and spiritual development), on **society** (as their human environment in which it is to be developed, respecting the collective effort for the common good), on **environment** (as the basis of evolution of life).

The projects funded by the European Commission are supporting the quality of the educational process and its compatibility with European education. They are encouraging the development of communication skills in foreign languages, the use of ICT and the Internet, creativity, promotes the awareness of national and intercultural consciousness, the patriotism.

Our teachers and students were involved in two Comenius Multilateral Projects, "GAMES for Advantageous Moving European Schools" and "HELP for Healthy Energetic Living People".

They had the opportunity to promote the intercultural knowledge, the affirmation of national identity in an international context, to promote ethnic and religious tolerance, the involvement in environment.



mental protection. A part of our teachers also participated in Comenius and Grundtvig trainings. All these European activities gave an European dimension to our schools' activity, and we are determined to continue on this path, believing that only in this way we'll give students a quality education that will help them to become true European citizens.



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1st EPAL of TRIKALA

The 1st EPAL TRIKALON (1st Vocational School of Trikala) is roofed in the fringes of our town. 70% of its students live in villages which are either near Trikala or far away. Most of students are low-recorded ones and their families are poor: they mainly earn their living on agriculture or animal farming.

Also, about 10% of the students come from other Balkan countries and former USSR: they are known as “financial immigrants” and it is usually difficult for them to adjust themselves to the school situation or to cooperate with their schoolmates.

Our school really wishes to participate in international projects like “Leonardo Da Vinci” since these projects can catalytically contribute to the success of the teaching procedure.

We really want our teachers and students also to communicate with teachers and students from other European countries so that they will all be able to acquaint themselves with different cultures and life styles. This communication will really fight against xenophobia, racism and social exclusion. Further-

more, it will help them to accept the existence of the European Union as a means of bringing humans and cultures together and not only for the achievement of financial profit.

Once students get to know each other, they will willingly collaborate

age that are particularly complicated. We believe that these programs/projects can give students the “picture” of the modern European Citizen who is able to communicate with citizens from other countries, who is able to cooperate with them,



so that they will definitely enrich their knowledge and skills as desired. Furthermore, we strongly believe that new ways will be found in order to solve usual problems, new subjects topics will be added and new parameters will be taken into account since each country is characterized by its particular features.

We aim at solving problems by dealing with several topics, so that students can acquire a “total” way of considering the problems of our

to look for solutions and to find them in the end. Thus, his/her future in the European Union is suggested to him/her; also several professional perspectives in other countries are shown to him. This way, we contribute to “mobility”, one of the basic European aims.



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QUARTER MEDIATION

Quarter Mediation is an adult education provider based in the Netherlands, with branches in Cyprus, France, Italy, Malta, Portugal, Romania and Turkey. It organizes

With extensive experience and expertise in The Lifelong Learning Programme 2007–2013 and the Erasmus for Young Entrepreneurs programme, Quarter Mediation is a partner

school education & VET and in KA2 strategic partnership projects.

Quarter Mediation works both with individuals (students, teachers, people in the labour market, decision makers in the field of education, VET specialists etc.) and institutions at local, national and international level (schools, universities, small, medium and large enterprises, associations, NGOs, municipal, regional and national authorities etc.).



Comenius and Grundtvig courses at European level, as well as courses at national level. Its areas of expertise are in both General Education and Vocational Education and Training.

Quarter Mediation has as its main aims to promote lifelong learning and to create a link between the education system (both general education and VET) and the labour market.



in a diverse range of projects, organizing events and promoting the image of different organizations and bodies. Since 2014 Quarter Mediation is involved also in the programme Erasmus + both in KA1 projects for adult staff,



QUARTER MEDIATION

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SVEDASAI JUOZAS TUMAS – VAIZGANTAS GYMNASIUM

Our school history started in 1777 with the parochial school, where there were 6 students. In 1811, it had 40 students. According to the stories of the elderly people, until 1915 the three-form school functioned in Svedasai. This school was opened only in the late autumn and winter after the pasturage had finished (usually from November 1st). Boys and girls were taught separately.

After the First World War in 1925 the primary school law was released, which determined the four-year primary school, and the reform of 1936 determined the six-year course. Classes were situated in different private premises. Only in 1937 a new two-storey building was constructed, where later the secondary school was established. In 1948 - 1949 it became a gymnasium. So, in 1949, the first 27 graduates received the Certificates. In 1950, the gymnasium became a secondary school.

On the 20th of September 1989, our school was named after the writer Juozas Tumas – Vaizgantas. On the 20th of February 2006, Minister of Education and Science of Lithuania accredited secondary school education program, and on the 30th of

March 2006, Svedasai Juozas Tumas - Vaizgantas secondary school received the gymnasium status.

There are 267 students at school. 25 of them come from social risk families, 55 percent of students receive free meals in the canteen. The number of students who need social and psychological support is rapidly increasing. 35 students come to our gymnasium from Chil-

traditions and customs, improve foreign language skills and share their experience.

The mission of our gymnasium is to provide students with high-quality primary, basic and secondary education, to carry out the formal and non-formal education, corresponding to different students' needs and abilities, to develop a creative personality, able to live in a changing society.



dren's care home. The 29 teachers working at school are constantly encouraging students to participate in regional and national Olympiads, contests, projects. We have also participated in a Comenius project "H.E.L.P. for Healthy Energetic Living People". It was a good opportunity for students and teachers to broaden their outlook, find out about different countries, their

School Structure:

- Kindergarten
- Pre-school education
- Primary education
- Basic education
- Secondary education

Svedasai Juozas Tumas - Vaizgantas Gymnasium

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CENTRUL JUDETEAN DE RESURSE SI ASISTENTA EDUCATIONALA, DOLJ

Center of Resources and Educational Assistance is a special integrated educational institution specialized in providing, coordination and monitoring of specific educational services



to offer support to children/students, teachers, parents and community members, to ensure that all access to a quality education and the necessary assistance in this regard.

**C E N T E R O F
R E S O U R C E S A N D
E D U C A T I O N A L
A S S I S T E N C E - D O L J
C O U N T Y** develops:

a) psycho-pedagogical assistance and school orientation and training provided through County centres and school offices for psycho-pedagogical assistance;

b) speech therapies, services provided by the centres and through logopedics counselling inner-school;

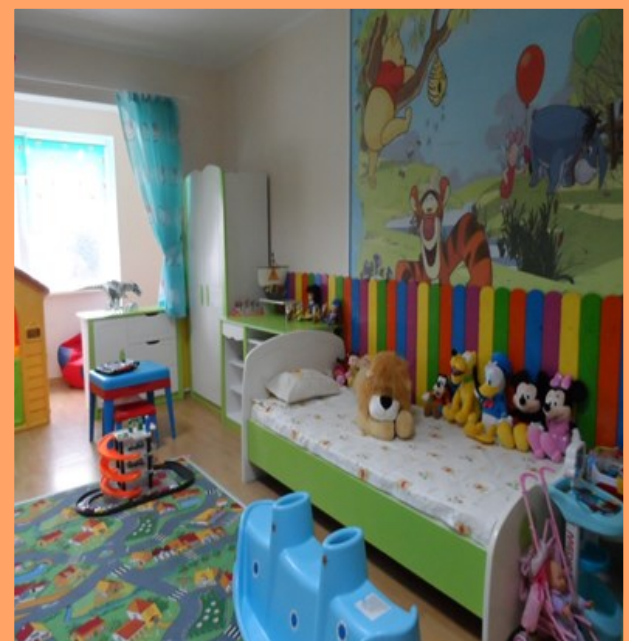
c) assessment services, orientation/shift from special school to the school and vice versa, through the Commission of professional and school orientation, at the recommendation of the assessment service and the

professional and school orientation; d) school mediation services provided by school mediators; e) consulting services for inclusive education, provided by the school for inclusive education centres;

f) training services, through partnerships with institutions empowered to provide initial training under the agreements;

g) information services and advice for teachers, children, parents, and other members for community;

h) counselling services and prevention of juvenile delinquency and pre juvenile delinquency.



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SEHIT ALBAY IBRAHIM KARAOGLANOGLU IMAM HATIP ORTAOKULU

Sehit Albay Ibrahim Karaoğlu I.H.O is a lower secondary vocational school with 1300 students and 54 teachers. We have morning and afternoon classes. Also our school has 2 preschool classes. It has 2 main buildings 1 Science Lab , 1 Art Class , 1

and Konya Municipality.

The project, in the form of non-formal education outside the formal education system, planned, programmed and executed as a systematic form of training. It can be called as a nonformal education

we formed a E.U Erasmus + / Etwinning projects Student Social Club which has 20 students 10 boys 10 girls are ready to lead the activities for the students in the projects.

The team makes meetings for the work plans in the projects



Digital Library (connected to the university digital library platforms),and 14 classes.

Our school is a partner school of Life Long Learning Programme of Turkey " Get Life to School " (Okullar Hayat Olsun) project. It is a very big project including Ministry of National Education , Konya Governorship

policy with an adult education organisation. Also We are leading / Guiding Vocational and Non formal courses for townies and parents. There are 5 volunteer teachers 1 director and 1 vice director 1 staff in our E.U project team. The directorate does the project management and our team do the Implementation. Also

and also briefings after mobility's to the teachers in our school also uses school boards , social media and school webpage for the disseminations.

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Matei Basarab High School—Craiova

Liceul "Matei Basarab" Craiova was founded in 1966 bearing the name of Matei Basarab - Romanian illustrious ruler, one of the great founders of religious and cultural establishments.

At present our school offers students access to education in primary and secondary levels. We also

Romanian Government has led to the establishment in our institution of School Information and European Integration Centre.

Between 2009-2011 we have been beneficiaries of The Comenius Multilateral Project "Comparing CLIL

involved students, parents and the local community in nature protection activities. Their efforts were rewarded by getting the Green Flag and becoming Eco School in 2008.

The International project "Job Shadow Day", has been implemented in the last four years in school, in partnership with Junior Achievement Romania, actively involving students in real world companies and in the market economy.

Our high school received in 2005 accreditation for becoming ECDL and ECDL Training Centre and since then has given its students the chance to get the European Computer Driving Licence - ECDL.

Between 2010-2012 our school received funding in POSDRU program, for the project "Access to quality education and key skills for children from disadvantaged groups".

Regardless of the time, the institution was able to fulfill its mission to train competent people who can adapt to the demands of society.



have classes of distance learning and vocational education. There are 1300 students learning in our high school and 90 teachers.

Since 2007, the school has had numerous collaborations and partnerships with institutions locally, regionally and internationally. Marking Romania's entry into the European Union, The Grants Project with financial support from the

Methodology With Other Teaching Strategies" whose main objective was to analyze the methods of teaching a foreign language and teaching of other subjects through a foreign language.

Concerned about the health of the environment and ecological education of students, teachers



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Gimnazjum nr 3 w Grodzisku Mazowieckim

Gimnazjum nr 3 im. Leonida Teligi in Grodzisk Mazowiecki is a general lower-secondary school for students aged 13-16. The headmistress is Ms Małgorzata Okurowska. The school was founded in 1999 as a result of the educational reform and was placed in the centre of town, in the former building of a Primary School nb 5. The patron of our school is Leonid Teliga who came from Grodzisk. He was a Polish sailor, writer, journalist, translator and the first Pole to single-handedly circumnavigate the globe on his yacht *Opty*. His beautiful biography and noble personal features have been appealing to new generations of our students over and over again.

Our 600 students study on three levels: Year 1, Year 2 and Year 3 and they are taught by 50 teachers. We are the school that teaches the most foreign languages in our town: English, German, Spanish and French. A lot of our teachers graduated from two or more university courses and they are qualified to

teach two or more subjects. Some teachers have published books: Ms Wiesława Śleszyńska wrote a book on Leonid Teliga, Ms Anna Szafarz and Agnieszka Szurek published two coursebooks for gimnazjum English students.

Our students are often finalists, winners and runners-up of numerous competitions on local and national levels (in recent years English, chemistry, maths). They are also the members of school and local sports clubs and they are often winners of a sport event called Grodzisk Olympic Games. There is also a students board which organizes school events and a parents board to support school activities and advise the school authorities.

The school is well equipped: there are projectors and computers in every classrooms, recently we got a 3-D printer to be used by our students.

The area where our school is located is in

the centre of Poland, 30 km from Warsaw. Thanks to EU funds the quality of our local life has improved in recent years: there is a new swimming pool and a sports centre to be used by professional sportsmen and amateurs. Some local



sports teams have reached success on national level, especially a table tennis team Dartom Bogoria which is one of the best in the country. There is also a new leisure centre and some parks, monuments and old sites have been renovated.

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1st Meeting in Assen

The Kick-off meeting of the project "Open doors for non-formal" was combined with a five days training session organised by Quarter Media-



tion, in the Netherlands, in the period 30th of November – 4th of December 2014. The participants from Ro-

mania, Greece, Poland, Lithuania, Turkey and Netherlands used this opportunity to start working together. In this respect each organisation was introduced to the representatives of the other partner organisations, together with a presentation on the system of education in the participant countries.

The proposal for project website was presented by the partner organisation from Lithuania and the project LOGO by the Greek partner.

The partner from Romania, made a short presentation of the project objectives and activities.

The partner from the Netherlands made

presentations about the evaluation process, the dissemination process and communication process. Therefore, Wiggio was presented by Quarter Mediation as a communication tool and it was agreed to be used for the

communication process the project.

Decisions about the next project meetings and about the tasks of the organisations involved in the project were also taken.

The representatives of the organisations partner in the project were all involved in the training session based on non-formal methods of teaching different subjects, organised both indoor and outdoor. The indoor activities were lectures and interactive workshops using a hands-on approach (e.g. Stop motion, Music, colours & creativity, Fruits & vegetables, Q project, Sigismud project). They were also combined with ice-breaking activities for team building.

The outdoor activities were based on the real life experiences and were organised in different places in the Netherlands such as: Boomkroonpad, a Nature 2000 site; De Wachter; Drenths Archief, a special place created for schools where non-formal methods of teaching are applied for teaching different subjects like history, geography, ICT, foreign languages, design, arts, math; De Paardenmaat, a horse farm etc.

The outdoor activities in the Natura 2000 site started with examples of non-formal methods of teaching biology, chemistry, math, physics, geography, arts, music etc. For this reason the participants started a learning trip from underground (where the roots of the trees are located) to the top of the trees for better understanding the chemical process in the na-

ture; by studying the leaf and the fruits of different types of trees, as well as the birds and insects that live in or around different species of trees; the trainees were therefore involved in a non-formal demo lessons (e.g. teaching dimensions and measures units by comparing the highness of the tree with the dimension of a small bug; teaching the free fall in physics). Other non-formal activity Quarter Mediation organised at Boomkroonpad was a study of the insects living in the forest so the participants used this opportunity to discover a very motivating non-formal way to teach not only biology, but also sports, arts and music.

In the Wind mill "De Wachter" the hands-on workshops were based on non-formal methods of teaching, so they gave to the participants the opportunity to experiment non-formal methods of teaching different subjects, such as:

- how to use non-formal methods in teaching about winches and force in physics;
- how to use non-formal methods in teaching about prime numbers and shapes in the grain mill workshop;
- how to use non-formal methods in teaching about Portuguese, Spanish and Dutch discoveries in a grain mill;
- how to use non-formal methods in teaching about the history of a computer hardware by following the way of its evolution;
- how to use non-formal methods in teaching about science and technology in a mini power plant and a clas-



30/11–4/12/2014

sical wind mill;

- how to use non-formal methods in teaching about arts and crafts by being involved in a workshop about making and painting clogs, the typical Dutch wooden shoes;
- how to use non-formal methods in teaching English as a foreign language by making stories about the real life activities and situations encountered in the wind mill;
- how to use non-formal methods in teaching economy and retail, as well as entrepreneurship;
- how to use non-formal methods in teaching music by using old musical instruments kept with this purpose in the original museum hosted by the wind mill etc.

The workshops and round tables organised in the farm "De Paardenmaat", a center where people and horses live in harmony, being also a health care resort for young people mentally disabled, gave to the participants the opportunity to find answers to a lot of our questions about horses and their relation with humans. The visit at the

horse farm was also a good way to understand better that our students are very sensitive beings and they need to be treated with respect and also to be understood by teachers which must adapt their methods of teaching to each individual by focusing on their eight multiple intelligences. The participants were also invited to join an outdoor workshop to be used in teaching soft skills, human rights, sports and biology.

At the beginning of the training course organized in the Netherlands, each participant received a pack of tulip bulbs as a gift from the organizer, Quarter Mediation. It was also intended to be the first non-formal activity organized in the project. In this respect, each of the participants in the meeting had to plant the tulips in the school yard or at home and to follow the development of the plant till it will get flowers. The results and conclusions will be presented in the 3rd project meeting (in order to have one spring in between, for giving to the plants the chance to grow and to make flowers in all the

countries) and a comparison between the growing process and the results will be done by students and teachers, with the cooperation of teach-



ers of different subjects (e.g. biology, geography, chemistry, ICT).

From the first day of the training course, the participants were split in groups per subjects (e.g. math & physics, music & sports, chemistry & biology, history & geography, art & crafts, ICT, English as a foreign language) and they received the task to create a photo reportage by using the non-formal methods presented by Quarter Mediation in the subjects they have allocated.



Open Doors for Non Formal Education

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Thus we achieve a more efficient communication and cooperation between the students and all the factors involved in education. Through the network and during the workshops and meetings, participants will have the opportunity to learn about each other and exchange experiences and ideas in order to make project work more innovative and more interesting.

Project meetings will enable pupils, teachers and trainers to discover the partners' working context. Furthermore, it will help to learn and appreciate partners' lifestyles and stimulate an open and tolerant attitude and understanding of the partners' culture, their social and economic situation and living conditions. Common project activities will contribute to

a positive reflection both on one's own and partners' position within Europe, and will strengthen the "European identity".

The project results will materialize in a guide, „How to use non-formal methods in the formal education”, containing good practice examples, feed-back of the participants in trainings, advices of trainers from Quarter Mediation and of teachers who organized multicultural courses, about



using of non-formal teaching methods in formal education; a trans curricular optional course based on outdoor learning and using mobile technology; workshops. Other results are: learnt knowledge and experience transferred to colleagues and students; increased professional skills; enrichment of intercultural awareness; improvement of staff and students' language skills and the European dimension of school activities.

By implementing and promoting in our schools of innovative teaching methods, we will open new horizons of knowledge for students, therefore extending the educational act beyond the classroom, we'll develop creativity, initiative, active participation, disciplinary learning, awareness of European citizenship. The acknowledgment of the results will increase the motivation of all those involved in education process in partner institutions.

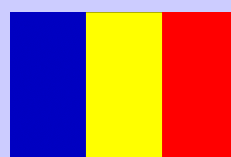
We will be part of an intercultural group, promoting exchanges of experience and transfer of good practices at European level. With the project results freely available on the project website in English, also in participants' native languages, project results will be exploitable in all European countries.



**1st EPAL
of TRIKALA**



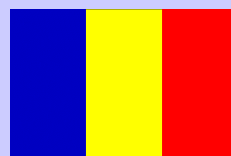
**SCOALA
GIMNAZIALA
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GYMNASIUM**



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**SEHIT ALBAY
IBRAHIM
KARAOGLANOGLU
IHO-KONYA**



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1st Project Meeting in Trikala—Greece 3-8 March 2015

The 1st project meeting took place in Greece from 3 to 8 March 2015. The participants arrived in Athens on Tuesday, 3 March 2015, during the day according to the flight and bus arrival time table and were accommodated in Hotel Arethusa in the center in Athens of Athens.

The project meeting started in Athens on Wednesday, 4th March 2015. In the

morning we visited the Acropolis and the new Museum of the Acropolis. In the New Museum of the Acropolis we had the chance to see the educational program of the Museum in process in which a lot of students learn a lot about the history of Ancient Greece. After lunchtime, the whole group travelled to Trikala by bus (a 5

hour journey) and the participants were accommodated in Hotel Achillion in the center of Trikala.

On Thursday, 5th March 2015, the program in Trikala started with a visit of the group to the Town Hall of Trikala where the

activity of the meeting took place in the Castle of Trikala where the group went on foot and had the chance to attend the presentation of a good practice in the Clock Tower inside the Castle called "Fairy tales in the Clock Tower" by Mrs.

Katerina Papanikolopoulou, former School Advisor of Kindergarten Schools of Trikala and author of many books



Vice Mayor. Responsible for the Cultural and Educational matters, Ms. **Vasilena Mitsiadi** welcomed the participants and talked about the educational programs of the Municipality of Trikala. After a small video that presented the city of Trikala, the Vice Mayor exchanged some gifts with the participants. The next

for children. The participants actively took part in the presentation by reading, singing and listening. The main aim of this program for parents, teachers and children is to enjoy stories in several ways by participating via reading, music, arts, puppets, etc. After that, the next activity was a good
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Scoala Gimnaziala Ghindeni

Healthy living - Workshop with teachers



Through participation in the activities of the project "Open doors for nonformal" we had the opportunity to learn about using non formal methods of teaching different subjects, organised both indoor

and outdoor.

The activities were very interesting

and useful for us as teachers and helped us to improve our professional activity.

At the workshop organized with the teachers we used one of these methods in a practical activity

about healthy living.

The teachers had to be creative and make a drawing showing how they link the theme with their subject. From time to time they switched places and continued the drawing of another colleague, until all the paper was covered.



Our colleagues were very interested and considered that they can organize this type of activities to help students be creative, active, to cooperate and to improve their school work.



1st EPAL of Trikala

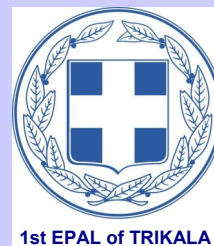
As a partner in “Open doors for non-formal” project we planned a study visit with 17 students to the Osman Shah Mosque in Trikala, in an effort to teach history and interculturalism through non-formal methods. The main objective was to approach local history and intercultural subjects through alternative learning



techniques, in order to make students more active and creative and not just bystanders. Using the pedagogical methods of guided discovery learning, cooperation within groups, debate and discussion, and with the help of

worksheets, exhibits and computer, we realized this non-formal activity. After the tour on the exterior and the interior section of the mosque, the students were divided into groups and filled in worksheets. Then a brief history of the mosque was presented to them and it was connected with a significant period of the local history, that is the Turkish occupation and the liberation of the town (1393-1881). Finally we discussed about cultural heritage, interculturalism, religious and cultural tolerance and respect for diversity. The participants felt satisfied as they were in the center of learning, they had fun working in groups and didn't get bored

and declared willing to perform other activities of this kind. As a conclusion the students got acquainted with



appealing non-formal teaching methods that captured their interest and made them more efficient, they gained self-confidence and self-esteem and acquired motivation and incentives.





QUARTER MEDIATION

The main role of Quarter Mediation in the project "Open doors for non-formal" is to share with the schools involved in the project non-formal methods of teaching and learning. However, the project is also for us a good opportunity to learn new and interesting things. It happened in the last

Quarter Mediation in the meeting in Greece found the activity very interesting. Therefore, after coming back from Greece we started to study the software Glogster and now we are successfully using what we have learned in Trikala in the courses we organize at European level

field and artistic drawings representing different items found in the field. The activity started with an ice breaker used for splitting the participants in groups. Each group was provided with a map of the area and a set of drawings and the groups started a treasure hunting outdoor in the fortress Bourtange, with the aim to identify the items in the pictures with the real ones, to make photos of the real items and to place them on the map. The last part of the activity was held in the meeting room, in the front of the computer, where the participants were asked to replace the drawings with the real photos and to publish them in Glogster in their proper places. The activity can be used as a non-formal method of teaching ICT, geography, history, biology, foreign languages and a lot of other school subjects and it is very motivated both for the trainers and the trainees.



project meeting organized in Greece in that the representatives of all the organizations involved the project took part in a "treasure hunting"; the outdoor activity ended with a hands-on workshop in the ICT lab. The two representatives of

for teachers coming from different countries. In this respect we created a new workshop in the Netherlands; for preparing the workshop, the trainers of Quarter Mediation created a map by using Glogster, made a research in the

SVEDASAI JUOZAS TUMAS – VAIZGANTAS GYMNASIUM

QUIZ OF LINGUISTIC SKILLS

“I LISTEN, PRO- NOUNCE AND CREATE”

9 pre-school students of Svedasai Juozas Tumas-Vaizgantas gymnasium, their parents and teachers participated in the non-traditional linguistic festival “I listen, pronounce and create”.



The aim of the quiz was to review the linguistic skills of pre-school students who attended logopedist's lessons, to prepare various linguistic tasks and material encouraging children's linguistic activity, to teach children communicate and cooperate, to involve parents, grandparents, foster-parents and teachers into this activity and to discuss about new experience and their emotions with participants.

The quiz took place in the logopedist's room. The methods of discussion, explanation and practical work were used during the quiz. The teacher used flashcards, the game “LOTO”, pictures with transcription of the sounds S, Z, C, DZ, Š, Ž, DŽ; a computer programme “Letters”,

white paper, colourful paper, glue, pencils, 3 clouds of different colour for the 3 teams, prizes, magnetic board, multimedia.

Children were divided into 3 teams. Each team had its emblem – a colourful cloud. Children did various linguistic tasks for which they got points. During creative work children told about the flowers they made and gave them to their parents.

The results of the quiz:

- Children experienced positive emotions

while working in teams;

- Linguistic tasks showed what they have learnt and what they need to learn more;

- They learned to communicate and cooperate with friends.

The quiz method is useful because children can demonstrate their knowledge of linguistic skills and they don't learn a separate topic; they compete in mini teams; they are assessed (get points), what is motivating for children; children try to communicate and co-



operate in a friendly way with their team members.

Children and parents were happy getting one more possibility to be together.





CENTRUL JUDETEAN DE RESURSE SI ASISTENTA EDUCATIONALA, DOLJ

CJRAE Dolj-Romania, as a partner in „Open doors for non-formal” strategic partnership under Erasmus+ Program, has organized various activities in the period between



the training session in Netherlands in December 2014 and the project meeting in Greece in March 2015. We also organized trainings about non-formal teaching-learning in April 2015.



At CJRAE Dolj headquarters, we made, together with our partner schools in Dolj County, two counseling activities:

a) **“Career Counseling Activity”**, requested and organized by “Matei

Basarab” Highschool Craiova, for their students .

Activity theme: career counseling

The activity aimed to advise students in order to find the correct options on their own educational and professional route

b) **Psycho—pedagogical counseling through art** - “A collective drawing” made by Ghindeni School students.

The activity focused on cooperation within groups, interpersonal communication and stimulation of creative imagination.

After Greece project meeting, the project team organized a **workshop to make the first Students Questionnaire**, to collect dates from partner schools in order to realize, together with Quarter Mediation, the comparative study about the use of formal and non-formal activities in teaching – learning process.

Also, in April, during the National Programme of the Romanian Education Ministry,

called “To know more, to be better”, a week dedicated to extracurricular activities, we organized many non-formal activities:

•**Meeting with representatives of the police** –on the theme „ Prevention of human trafficking” (highschool stu-



dents)

•-a visit at Children Palace Craiova, an educational institution where the children discover and work to develop their artistic and technical aptitudes: dance, sculpture, picture, theater, electronics, informatics, carting etc.(secondary school students);
-the attending of a lesson concert at “Oltenia” Philharmonic in Craiova.



SEHIT ALBAY İBRAHİM KARAĞLANOĞLU İMAM HATİP ORTAOKULU

Civilization School: From Past to Future

Our School Project team made the 2nd meeting after Trikala – Greece Meeting. The team planned a Nonformal outdoor learning activity with Konya Governorship, Konya Metropolitan Municipality and Konya Culture and Tourism Office called Civilization School From Past to Future. The 66 students are chosen from EU Erasmus+ Students social club and 2 teachers from the school attended to this activity. This activity had 4 steps.

1st Step: 66 Students and 4 different branch teachers taken by Civilization School Tour bus in the morning and they visited Koyunoğlu

Civilization Museum and Library with the Social Science Club Teachers and an expert guide. In This activity The students have chance to see the ancient daily life of Konya.

2nd step: In the second activity the students visited miniature world which is designed for visitors to show old life of villagers and farmers, also Victory War Time and Konya daily life in the past. In this activity the teachers taught students those hard times during the Independence war. Also in this activity the students visited “Mevlana Museum”. The students learn about Mevlana (Rumi), Dervishes, Sufi, Ney

and get experienced from AC 1200 – to the present.

3rd step: In the third activity the students have chance to taste the well known traditional taste “Etliemek”. And This is



a good activity to show traditional foods of the region.

4th step: In the fourth activity the students visited Konya Science Center. In this center the Teachers and Guides showed students lots of subjects about science. They have opportunity to learn about basic and advanced Science subjects.

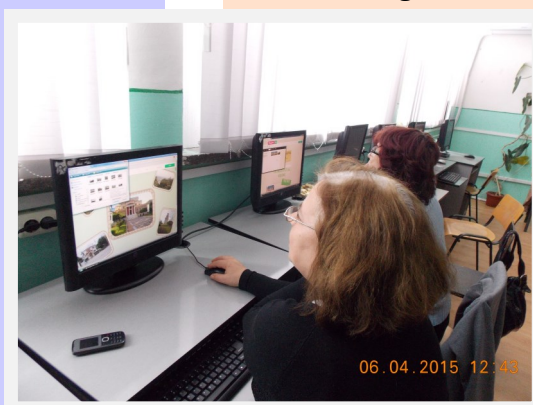
The teachers have the opportunity teach students history and science in a non formal way. Also the students are all motivated by this type of learning.





Liceul "Matei Basarab" –Craiova

The first project meeting held between 03-08.03.2015 in Greece had as main objectives sharing good practice examples and discussing key issues related to the smooth running of the project, to the activities undertaken and to the next activities, to the multilingual glossary, to the project meeting in Lithuania in August 2015.



The activities were organized by the partners from 1st EPAL of Trikala, Greece and were held in various locations. All activities were non formal using different methods such as learning by doing, team work, debate etc. All participants appreciated the quality of the activities, the examples of good practice and the direct involvement of teachers and students from 1st EPAL of Trikala.

Activities were very interesting and useful for a better understanding of the role of non-formal activities in the formal education system.

Locations and activities

were varied: in Athens, Acropolis Museum and cultural activities at the Parthenon; in Trikala, "Fairy tails in the Clock Tower", "Learn the Old Town", training session "You Can Dance"; in 1st EPAL of Trikala, "Virtual Enterprises", "How to use Web 2.0 Tools"; "Teaching history and intercultural Subjects" in the Osman Shah

Mosque; "Teaching Various Subjects (mechanics, physics etc.)" in the Matsopoulos Mill; cultural activities in Meteora's Monasteries, "Environmental Teaching Subjects in Meteora Area". Activities had a positive impact on us as teachers, but also on our institution. After the first project meeting we carried out two workshops: one with students and one with teachers. The workshops were titled "Using Glogster Platform" and were based on the experience from the work carried out at the activity "How to use Web 2.0 Tools" in 1st EPAL of Trikala.

Using methods such as

learning through discovery, teamwork, explanation, students and teachers used platform Glogster tools to develop new competences.

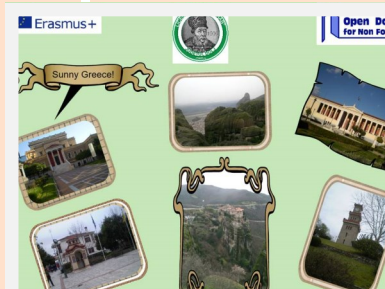
Students made an interactive poster with relevant images from school. After the dissemination of all the activities in Greece, teachers created a poster



which captured important aspects of the project activities carried out at the meeting in Greece.

Feedback from participants:

Students were excited about the facilities offered by Glogster platform and expressed their desire to make other posters with different themes: Craiova Romanescu Park, Nature in different poses, Customs and traditions at Easter etc. Teachers found the activity useful, because they can use these tools in all school subjects for students to better understand the learning content, to work in teams, to participate actively in class and to be creative.

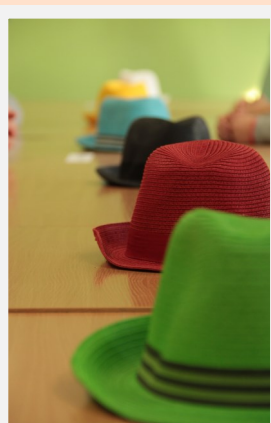


Gimnazjum nr 3 w Grodzisku Mazowieckim



CAN HATS THINK ?

The Workshop for the students board was carried out in Gimnazjum nr 3, Grodzisk, Poland.



Six Thinking Hats is a book by Edward de Bono which describes a tool for group discussion and individual thinking involving six colored hats. "Six Thinking Hats" and the associated idea of parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively. The hats' colours are symbols of a role played and the way of acting: managing, information, emotions, discernment,

optimistic response and creativity.

In the Grodzisk school this method was used during the workshop for the students board carried out by a school psychologist Patrycja Kochan and the students' board tutor Iwona Mikulska. The main subject of the workshop was how to introduce and popularize the courtesy words instead of bad language words in students' everyday life.

First Patrycja described the method to the students and explained what each hat means.. The students were divided into 6 groups and every group was granted one hat:

- a red hat group to act emotionally, in a both positive and negative way and switch off their thinking
- a black hat group to think pessimistically and invent all the obstacles possible in introducing the courtesy words
- a yellow hat group to invent only optimistic ideas



- a green hat group to think in a creative way
- a white hat group to think about real acting and solutions to the problem
- a blue hat group to collect all the ideas

At the end of the workshop the results of each group were discussed and the conclusions were collected as a working plan.



1st Project Meeting in Trikala

practice called “Learn the town” in which the



participants took part by means of several materials (maps, leaflets, sheets) that some teachers of the 1st



EPAL of Trikala had prepared; then, they left the castle and walked across the old quarter of Trikala



called “Varoussi” heading for the school

unit where they did the same work as well as the students, by learning the old town (architecture, history, churches, houses etc).

The end of the previously mentioned walk finished at the entrance of the 1st EPAL of Trikala where the director Mr. **Nikolaos Ntogkas** and the teachers of the school officially welcomed the participants. The participants visited the school (classes, yard, laboratories, etc.) and went to the Teachers' hall where the activities of the project went on. Each participant received a book about Byzantine churches of Trikala, a souvenir for Meteora and the poster of the 1st meeting of Trikala as a gift.

After a short coffee break, Ms. **Paraskevi Fliouka** presented a good practice called “Virtual Enterprises” that runs every year in the 1st EPAL of Trikala the aim of which is to connect vocational learning in school with labor market.

The lunch took place in the school with traditional pies prepared by

the teachers of the 1st EPAL of Trikala and after that, a training session took place in the computer laboratories, where Mr. **Nikolaos Ntogkas** and Mr. **Christos Efstathiou** presented the Web 2.0 internet tools and especially “Glogster” for making interactive posters and “Calameo” for publicizing in internet digital material. The aim of this training session was to make teaching easier and more attractive to the students. After a coffee break various organization matters were discussed and agreed with the participants in the meeting. This day finished with a Dinner with Greek tastes and live Greek music.



Next morning ,on Friday 6th March 2015, the participants went to the Osman Shah Mosque in Trikala to attend a good practice example of a non-formal method of

3-8 March 2015

teaching local history and interculturalism by the teacher Mrs. **Theodora Falagara**. They also had the chance to visit the small museum inside the Mosque; afterwards, they were transported to the “Mill of Matsopoulos” where



Mrs. **Ioanna Kaffe** made a Power Point Presentation of “ROTATIONAL MOTION” in the Municipality’s Cinema of the Mill which aimed to enlighten the connection among science, mathematics and technology through an interdisciplinary approach to rotational motion. Then the participants visited the mill and were shown how the students can learn through this non-formal practice.

After that, there was a surprise to the participants by the organizers of the meeting. They visited the Dance School “TRIKKI” where they were taught two Greek dances by the

dance teacher Mr. **Vasilios Galanis**. It was a very good experience that all participants enjoyed since they danced a lot. Romanians presented and danced a Romanian folk dance at the end.

After lunch, at their hotel, there was another meeting of the partner coordinators about the process of the program. We solved many managing and economic problems and discussed about the intermediate reports and the forthcoming deadlines of our tasks. After a leisure break, we, again, had dinner with Greek dishes.

On Saturday, 7th March 2015, the participants went to Meteora but the bad weather (heavy rain and snow) made the presentation of the outdoor non-formal activity about environment in Meteora impossible. We followed the Cultural program by visiting first the Monastery of “St. Stefanos” and then the Monastery of “Great Meteoron”.

After the visits, the participants made the evaluation of the 1st

meeting.

Thankfully, all evalua-



tions were absolutely positive.

Then they departed for Athens by bus ; seven of them, the Romanian ones, returned to their country by their car.



On Sunday, 8th March 2015. the participants departed for their



countries according to their flight time table.

Poster of 1st Meeting

1st Meeting - Trikala - GREECE

3 - 7 March 2015



1st EPAL of TRIKALA













Open Doors for Non Formal





SCOLA
GHIKALIA
GHIDENI



1st EPAL
of TRIKALA



QUARTER
MEDIATION



SEMI ALBAY
BUCURESTI
BUCURESTI



CJRAE
DOŁY



MEDIADA
MEDIADA



Gimnazium nr
2 w Brodowcu
Mazowieckim



LICEUL
MATEI BASARAB

Publicity of 1st Meeting

Πολιτισμός

Ευρωπαίοι εκπαιδευτικοί μαθαίνουν ελληνικούς χορούς

Συνάντηση των Ευρωπαίων εκπαιδευτικών που συμμετέχουν στο πρόγραμμα Erasmus+ στο Κέντρο Χορού Τρικάλων, στην πόλη των Τρικάλων, την Τετάρτη 14/11/2024. Στην φωτογραφία ο εκπαιδευτικός του Κέντρου Χορού Τρικάλων, Νίκος Ντογιάς, συνοδεύει τους εκπαιδευτικούς από την Πολωνία, την Ουγγαρία, την Ολλανδία και την Ελλάδα.

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15/10/2025

Δήμος Τρικαλών

Το 1ο ΕΠΑΛ Τρικάλων στο Πρόγραμμα ERASMUS+

Το 1ο ΕΠΑΛ Τρικάλων συμμετέχει στο πρόγραμμα Erasmus+ για την ανάπτυξη της συνεργασίας μεταξύ σχολείων. Η ομάδα εκπαιδευτικών του σχολείου έχει ήδη πραγματοποιήσει δύο ταξίδια στην Ολλανδία και την Ουγγαρία, όπου έχουν πραγματοποιήσει εκπαιδευτικές δραστηριότητες και ανταλλάξει εμπειρίες με τους εκπαιδευτικούς των χωρών αυτών.

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Portal | Τοπικά | Οικιστικά | Πολιτικά | Περιφερικά | ΑΝΑ

22 εκπαιδευτικοί από την Ευρώπη μαθαίνουν ελληνικούς χορούς

Σάββατο, 07 Μάρτιος 2025 21:04

Το 1ο ΕΠΑΛ Τρικάλων στο πρόγραμμα ERASMUS+ | Τριτάτη | Τρίκαλα








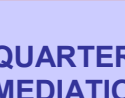



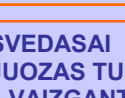



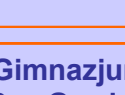

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 Open Doors for Non Formal			
	 1st EPAL of TRIKALA	 SCOALA GIMNAZIALA GHINDENI	
	 QUARTER MEDIATION	 CJRAE DOLJ	
	 SVEDASAI JUOZAS TUMAS - VAIZGANTAS GYMNASIUM	 LICEUL MATEI BASARAB	
	 Gimnazjum nr 3 w Grodzisku Mazowieckim	 SEHIT ALBAY IBRAHIM KARAOGLANOGLU IHO-KONYA	

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Erasmus+



1st Year of the Project

The project Open Doors for Non Formal was initiated by a group of Ghindeni School teachers, who tried to find ways to increase students' interest in learning and to make teaching more efficient and pleasant. So, we found different and interesting partners, in idea to change experience and learn from each others.

At the beginning of the project, Quarter Mediation organized a kick off meeting, we presented our institutions and what were our ideas for this project. From the beginning, all the partners' representatives were very open and friendly, so we created a group which collaborated very well.

To start the project with a training course in non formal activities, offered by Quarter Mediation was a very inspired idea, we participated in non

formal activities in very different places and for organizing these visits, our trainers shown much professionalism.

The project meetings organized in Greece and Lithuania

their country, so we have now nice memories, but also better knowledge about Netherlands, Greece and Lithuania. Different countries as geographical position, history, economical development, but everywhere open and friendly people.

All partners made various and interesting good-practice examples of non-formal activities, as result of the activities at local level, which show the imagination and the open mind of all partners' teachers. Also,

the partners organized at local, regional, national or international level, workshops with teachers of different subjects, where we applied our project results.

Project evaluation is an on-going process throughout its development period.

(...be continued to page 2)



Erasmus+

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1st Year of the Project

All partners answered an expectation questionnaire (applied at the beginning of the project, during the kick-off meeting),

measured by the results/ products they made, through dissemination activities carried out, the application in the learning

process of the project products, the number of workshops organized with schools teachers, project visibility in the local communities, media and web. All the activities were associated with the participants list, so we could see if these activities had a real impact in the expected areas.

of their involvement in non-formal activities, their active participation in achieving the final products, improving their educational achievement, interest in involvement in activities exchanges with their European partners through eTwinning project, improving language and intercultural skills.

The project sections on the partners' websites are good sources of information of the project to monitor and evaluate it. The visibility and the coverage in the press and media is also a way to measure and assess the success and the impact of the project at local, regional, national and European level.

We made periodi-



questionnaires for the evaluation of the project meetings (applied at the end of each transnational project meeting) and a questionnaire for feedback will be applied at the end of the project.

The project teams organized monitoring activities, in order to take measures to improve the participation in future activities and ensure the project progress.

The impact on partner institutions was

measured by the results/ products they made, through dissemination activities carried out, the application in the learning

process of the project products, the number of workshops organized with schools teachers, project visibility in the local communities, media and web. All the activities were associated with the participants list, so we could see if these activities had a real impact in the expected areas.

The assessment of impact on students was more of a qualitative nature, the project teams aimed the improvement of teacher-student relations, the increasing



1st Year of the Project

cally reports addressed to institutions boards, to regional inspectors and to project coordinator.

We made a large variety of dissemination activities from the beginning of the project:

- information about the project were included in institutions sites;

- there are articles, materials and photos published on partners Facebook pages;

- the project site was created:

www.nonformalopen Doors.eu and updated with the partners' activities by Lithuanian team with the support of Quarter Mediation.

- in eTwinning platform we started a project with the same name and objectives, where we promote the activities made with students in each institution;

- all partners disseminated the project by media: radio, TV, interviews, newspapers and internet sites with articles and news for the project and for the works of it;

- the project was periodically disseminated in institutions boards

and to regional authorities;

- all the institutions made posters, roll-up, brochures, panels - where they presented the most suggestive information and images of our project;

- all the partners made a "book" and published it in www.calameo.com

It was about Greece and the project meeting our partners organized. We decided to publish new materials in this site, about all the countries and the project meetings to come.

- the videos

about the non-formal activities in school were uploaded in youtube chanel, with links in the project website;

- during the first year of implementation, 2 Newsletters were produced, containing partners' presentation, workshops organized by each of us, other activities. The newsletters are in the project website, in partners' websites and Facebook pages, they are also published in Calameo

and printed in each school panel.

- the partners organized or participated in conferences, semi-



nars in area of education, presenting our project results.

In the end of this overview of the first project year, I am happy to remark the equal implication in activities of all partners, the fact that each has its own work rhythm, but the results are very satisfying.

Congratulation to all partners and good luck in your work for the second year of the project!

Simona Negru



2nd Meeting in Svedasai—Lithuania

International project "Open doors for non formal" completed its first year. During this project, the main



attention is focused on the use of non-formal methods in formal education, formation of new pedagogical approach to the students with low motivation, communication and co-operation, sharing good practices, improving foreign language and ICT skills and cultural development.

The second meeting took place in Lithuania from the 25th to the 27th of August. The main goal of this meeting was work at the intermediate report and planning work and activities for the second year of the project and for the meetings in Turkey and Romania.

16 participants from partner countries arrived at Svedasai Juozas Tumas-Vaizgantas gymnasium where they were welcomed by the Headmaster of the gymnasium, Lithuanian project team and other teachers. Everybody was presented with the course

agenda and the school. The guests visited some classrooms, teachers' room, headmaster's room, school library and museum. Later, the partners had working session for dissemination of project activities and started work at the intermediate report.

After working session, the participants visited Antanas Baranuskas Basic school

in Anyksciai where an ICT teacher and students showed some non-formal activities in the "Robotics" club. Then all the guests had a visit to Anyksciai Town Hall and a meeting with the Mayor and with the leader of the Department of Education. In the kindergarten "Spindulelis", all the guests were introduced with children's education at an early age.

In the afternoon, the participants were taken to Niuronys "Horse museum" where non-formal activity "The Way of Bread" was organized. There the participants were acquainted with an important symbol of ethnic culture – the way of bread from rye seeding to the slice of bread. Everyone was given a unique oppor-



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tunity to form and bake his own piece of bread and taste the dishes of the village. Also the guests had a possibility to enjoy horse riding (it was the Mayor's present).

On the 26th August, the participants went to see the capital of Lithuania – Vilnius, its Old Town, churches. There in the Old Town, they had a guided tour and some non-formal activities. In the evening, we went to Trakai where everybody could visit Trakai castle and taste traditional Karaitite dish.

The last day of the meeting started with the climb to Anyksciai church tower. From the top, the guests could admire the views of Anyksciai town and its districts. Then everybody arrived to Svedasai and had a project meeting. The participants discussed about their future visit to Turkey. The Turkish coordinator presented the draft agenda of the third meeting. The partners also discussed about the dates for the project

meeting in Romania. As some partners have some problems with the dates of the meeting in Craiova, after long discussions, it was decided to organize the final meeting in Romania from the 6th to the 9th of May. CJRAE is planning to organize an International conference where all partners will participate in non-formal activities.

During this meeting all partners made presentations on growing tulips – the task was established in the kick-off meeting in the Netherlands. Presentations were diverse, interesting and lively. The Polish

partners presented the Glossary. Everybody was satisfied with the result, and the participants suggested some ideas

about the final form of it. All partners presented their technical and financial reports to the coordinator and discussed about some financial mat-

ters. Also we continued with completing the inter-mediate report. All partners agreed with its content.



The farewell dinner was organized in the local cafe "Pas Geda". The coordinator of the Lithuanian team Jolanta Garbauskiene and the headmaster of Svedasai Juozas Tumas-Vaizgantas



gymnasium Alvydas Kirvela handed in the certificates to the participants of the meeting. Everybody was very happy and excited.





3rd Meeting in Konya—Turkey

The 3rd project meeting took place in Turkey from 25th of October to 29th of October. The participants arrived on

key and info about the school types and the hosting school.

The participants visited the classes and parts of the school.

and had a briefing about the activities of KOMEK vocational courses and about Konya.

After the visit to Konya Metropolitan Municipality the participants tasted traditional Konya dishes in Gül bahçesi Restaurant, which were prepared for the guests. The next activity was visit to “KOMEK” Konya Metropolitan Municipality Vocational Courses and the partners took part the EBRU art workshop. KOMEK is a good example of how we can use the non formal methods in adults and especially to those that had no access to the typical education before. The 3rd project Meeting took place



25th of October and were accommodated in Hotel Bera Mevlana in Konya. The project meeting in Konya started on 26th of October with the visit to the hosting school (Şehit Albay İbrahim Karaoğlu I.H.O). The director Mr. Aziz ŞİMŞEK, deputy directors, project team and parental student association welcomed the participants. Mr. Gürkan Atila made a presentation on prezi about the education system of Tur-

na, Konya and important museums. After a short coffee break the participants left the school with the project bus to Konya Metropolitan Municipality to visit Deputy of General Secretary Abdülmelik ÖTEGEN



25–29 October 2015



in the Hotel Bera Meeting room. Various organization matters was discussed and agreed with the participants in the meeting. Dinner was with Turkish tastes in 42th floor in Kule City Tower.

On Tuesday 27th the participants transport to Konya Science Center to observe how teachers of Konya can teach Biology, Physics, Geography, History and other some branches in a non-formal way. The English guided tour is held by the Konya Science Center and the participants visited the expositions “Sultans of the Science”, “Our world”, “Our Body” and “Planetarium” and took part in activities as the students do. Then the participants transport to Valley of Butterflies to observe how teachers use non-formal methods on teaching biology. The participants walk through the valley with a guided

tour with the flying butterflies. After this activity the participants visited “Sille” Old Greek village and the participants visited “Agia Eleni Church”. As it is saying, in “Sille”, they live people from 7 different religions and it is the ideal place to teach inter-cultural subjects to students.

On Wednesday 28th the participants had a cultural visit which is organized by the hosting partner to Capadoccia. They follow the Cul-

tural program by visiting lots of Ihlara Valley, Pigeon Valley,



Göreme Open Air Museum, Valley of Dreams, Paşabağ, Avanos, and Pottery Workshop.

The participants departed Konya on 29th of October due to their departure flights.





QUARTER MEDIATION

Glogster by Quarter Mediation

Quarter Mediation created a Glogster about Vilnius, as finding interesting things about Vilnius, its most important buildings and people was the task given by the Lithuanian partner to all the participants in the meeting in Lithuania

their stiles, 3 monuments, the places where in the Middle Age was named "The Prison for the noble men", a painting representing the most beautiful woman from Lithuania.

For finding them, the partners from Lithuania organised, in the 3rd day of our stay in their country, a visit to Vilnius and the project partners had to present the result in the meeting in Turkey, in their own way.

In order to fulfill the task, Quarter Mediation decided to use Glogster, a very user friendly and also complex software taught to all of us by the Greek project partners. The result is actually a full project in that we used as a background

the map of Lithuania and included photos, text, videos of the places or objects connected with our task. The summary of the content is listed below but the whole content can be seen online:

1. The photos and small videos about the 5 churches we found - St. Peter and St. Paul's Church (baroque style); St. Anne Church (gothic style); Church of St. Francis and St. Bernard

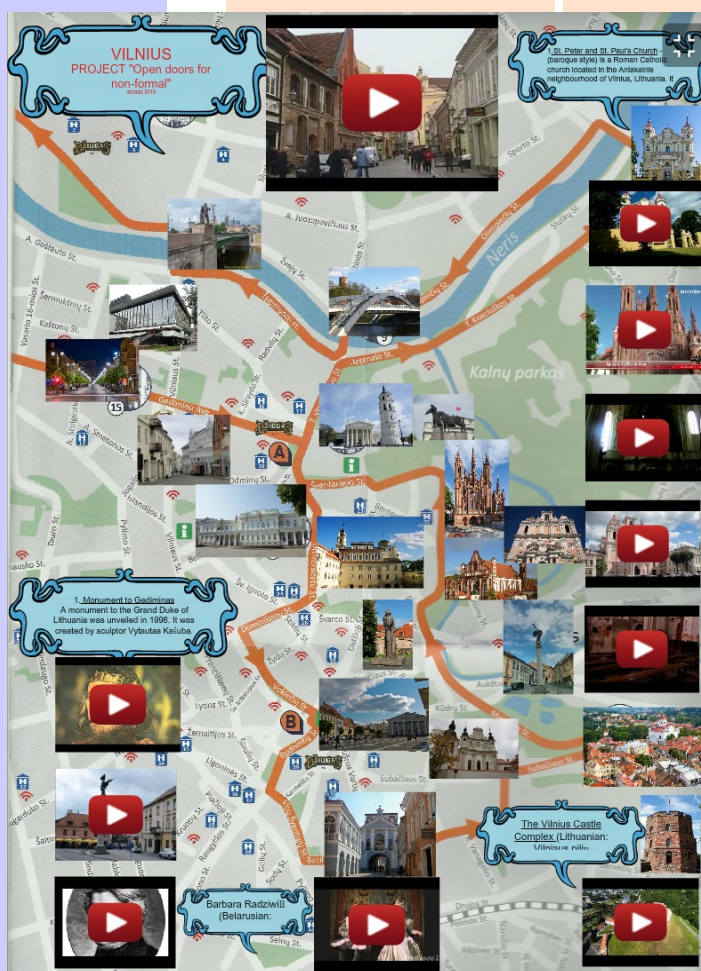
(gothic style); Church of St. Michael (baroque style); Church of St. Casimir (baroque style) - can be found in the online Glogster.

2. For the following monuments we also uploaded photos and videos on Glogster: Monument dedicated to Gediminas, the Grand Duke of Lithuania; Monument to Adomas Mickevičius; A monument to Adomas Mickevičius located near St. Anne's Church and Bernardine Church; Uzupis Angel Statue, representing Lithuania's freedom and independence.

3. The Vilnius Castle Complex is a group of cultural, and historic structures on the left bank of the Neris River, near its confluence with the Vilnia River, in Vilnius, Lithuania. The buildings, which evolved between the 10th and 18th centuries, were one of Lithuania's major defensive structures. Until the early 17th century, a prison for noblemen was located in the Upper Castle.

4. Barbara Radziwiłł was Queen of Poland and Grand Duchess of Lithuania as consort of Sigismund II Augustus, the last male monarch of the Jagiellon dynasty. Barbara, a great beauty became one of the best known and most recognized women in the history of the Grand Duchy of Lithuania and Kingdom of Poland.

(see more in <http://cristanastefan.edu.glogster.com/edit/vilnius-august-2015>)



Giving a new and interesting task to all the project partners at the end of a transnational project meeting became a habit in the Erasmus +. KA2 Strategic Partnership Project for school education "Open doors for non-formal". In this respect, the task we received after the meeting in Lithuania consisted in finding some interesting objectives in Vilnius: 5 churches and recognizing

Activity “Meteora”

The visit to the Meteora Religious Complex gave a powerful spiritual note to the transnational project meeting from Greece.

Meteora seduces through a unique landscape, chopped off rocks by the unseen hand of the nature that arise triumphant to the sky, looking for the Absolute...

Meteora overwhelms by the amazing capacity of the human being to compete with the excellence of nature, putting on the peaks of the grandiose rocks a wreath of monasteries. Meteora reaches the soul, captivating it with its master spirituality...

The complex experience lived here was valorized by the development of a non-formal activity, whose target were the students of the two establishments: “Matei Basarab” High School in Craiova and the School Gymnasium “Eliza Opran” Işalnița.

The activity “Meteora – attraction point on the cultural map of Greece, point of interest for pupils” had as goal the share of experience during

the cultural visit at Meteora, the means used for its carrying out consisting in photographs, PPT presentation, PC, video projector.

The church Braniște Il Işalnița opened its gates, and the pupils from the two schools knew the miracles of Meteora, turning over the folder with the photos taken during the mobility, guided by the information provided and by the clarifying explanations of the teacher and priest, Lucian Dodenciu.

Then a debate followed that allowed the pupils to enlarge their cultural horizon, to understand the importance of such an establishment that shelters a part of the humanity treasure, to develop as young European citizens opened to multiculturalism, knowledge and tolerance.

Having as support the knowledge learnt about Meteora, the pupils participated to a didactic game filling in a rebus, considered as a feedback of the activity.

However, the pupils filled in a question-

naire, whose goal was to assess the formative impact of the activity and of the project



on participants, as well as to measure the pupils satisfaction degree – direct beneficiaries of the activity carried out within the Project “OPEN DOORS FOR NON FORMAL”, within the ERASMUS+ Program, a project financed by the European Union.

We left the church, teachers and pupils, with Meteora ...in our soul.



Impressions, Impressions, Impressions ...

Ghinden School teachers' impressions about Open Doors for Non Formal project

In this partnership I like the different approaches of the activities, reflecting each country's specific.(Camelia)

In Konya I was very touched by the students' generosity and friendship, also I liked a lot their school clothes.(Gabi)

My remarks are about students, Ghinden students, which are so eager to participate in all kind of activities related to the project, although they know they will not travel to any partner country.

Simona

Turkish impressions

First of all I want you to know that it is a real pleasure for us to take part in this project as a partner. For our impressions of our project for the first year I want to write the Project teams' opinions and impressions which we discuss in the last internal project meeting.

We would like to thank to all partners and the coordinator Mrs Simona Negru for taking us into this well prepared project as a partner. For the first year impressions we have realised that not only the projects team but also the E-twinning social club students, teachers also our helper staff were very excited to be in this project. Everybody is motivated and worked properly about the activities taken so far. Also the team members have attended to the international meeting prepared in The Netherlands Assen, Trikala - Greece, Syvesdai Lithuania. All of us have some informations about European union countries and the people living there. We also heard so many stories about tolerance, understanding each other, equality and justice. For our part what we have seen is more than this. We have again realised that we are brothers and sisters. During the visits in the schools and other activity places its much more than a cultural and formal visit. We brought unforgettable memories with us to our country.

The Turkish Project Team

Impressions, Impressions, Impressions ...

Impressions about the first project year

Our project "Open Doors for Non Formal" started its second year. During the first year we had a training session in the Netherlands and participated in two project meetings - in Greece and Lithuania. All teachers who participated in project activities stated that they had an opportunity to develop their personal skills and knowledge in working with students using non-formal methods of teaching. Participants gained a lot of new cultural experiences, improved their foreign language and ICT skills. While collecting good-practice examples, we exchanged methodologies, approaches and impressions about non-formal education and how to put it into practice. Lessons became more interesting and non-formal activities gave our students the possibility to develop their values, skills and competencies, such as interpersonal, team, organisational and conflict management, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility. Moreover, our students became more motivated.

After the first project year, Lithuanian team is very happy and satisfied with our project partners, and we believe that the second year will also be as productive and useful as the first part.

**Project team of Anyksciai r. Svedasai
Juozas Tumas-Vaizgantas gymnasium,
Lithuania**

Polish impressions

I have experienced many good moments during the project so far. The places and people have been very inspiring and are making a big impact on my school's work. If I have to choose something, that would possibly be the mobility to Turkey. I was amazed how Konya local council cares about the education of its citizens running over 250 courses free of charge. Also the educational places that we visited were great, especially The Science Centre. For an average European Turkey is mainly a holiday place so it was really refreshing to see another face of this country.

I'm also keeping in my mind a great educational game in the Assen Archives, the city game on recognizing the buildings after renovation in Trikala, a cultural tour to Vilnius and Trakai. And unforgettable Greek food!

Anna Szafarz

Impressions, Impressions, Impressions ...

"The meeting in **Konya-Turkey** was a great opportunity for my counselor teachers' job. Some of the things I liked the most were: the project team and the people I met, the experiences we shared together, the implication of everyone and everyone's wish to learn. It was amazing the visit at the school and the presentation of the educational system."

Sorina DUMITRESCU -school teacher at CJRAE -Dolj, Romania

"I was very impressed by the hospitality of **Turkish** people, by the fact that we had a traditional Turkish meal, which is very unique for the Europeans. I was captured by the joy in the eyes of Turkish students who were trying to use the concepts learned during the English lessons to dialogue with visitors. I liked very much that Turkish teachers have interactive whiteboards in every classroom. Also, I liked Konya Science Center because it is a place where the students can be taught by casts and experiments, concepts that may seem abstract in the classroom, such as: organs functioning in the human body, water cycle in the nature in the, the formation of planets in our solar system, the Turkish customs and traditions. I have great memories from Konya, Turkey!!!"

Simona- Iuliana DRAGAN -school teacher at CJRAE -Dolj, Romania

"December 2014. I stepped in **Netherlands** (the country of windmills, tulips and of the thousands of bicycles), for the first meeting of the project OPEN DOORS FOR NON FORMAL. Due to Quarter Mediation staff hospitality in Assen and the non-formal learning activities- which were very attractive, dynamic, interactive and innovative -we managed to ignore the bitter cold. The workshop organised at Paardenmaat, Arnhem, a horse farm, taught us that the best psychotherapy activity for people with disabilities is caring for the animals. The most impressive place which I visited was Bibliotheek - Assen, a library that we all want to have in our cities! The meeting in The Netherlands was the first step and the first decision in the project."

Aneta NEGRU -school teacher at CJRAE -Dolj, Romania

Impressions, Impressions, Impressions ...

"Impressions from Greece - The participation to the mobility in **Greece** was an unique and interesting experience. The teachers from 1 EPAL TRIKALON, Trikala, Greece prepared and involved us in non-formal educational activities which impressed the guests. Personally I was impressed by the activity of counseling of parents and children realised at „The Watch Tower" inside the Castle by Mrs. Katerina Papanikolopoulou which showed that both parents and children should enjoy the stories, the poems, the role plays and puppets etc. The mobility offered me the chance to better know aspects regarding the Greek culture and civilization, social problems similar to the ones in Romania, but also with specific characteristics (the relation between generations, the satisfaction at the work place etc.).

Alina STĂNCULESCU -school teacher at CJRAE -Dolj, Romania



"Lovely landscape- warm hearted people - unforgettable impressions - After a warm and welcoming meeting, our *lithuanians* colleagues proposed us to visit several school units: Anyksciai Antanas Baranauskas Basic School and Kindergarten "Spindulėlis". I was impressed by public schools with IT equipment and modern technology and the the newest learning techniques presented in all the non-formal activities. I loved the fact that everything was new for me. It is an incredible feeling to be in the midst of something so well adapted to modern culture, and yet maintains the beauty of its roots. I never expected a such a pleasant blend of old who meets a new world. I liked Vilnius and their famous black bread, famous chocolate Laima, warm and hospitable people, with forests and extraordinary landscapes! I feel glad, I feel safe, I feel excitement, and I feel at home- for me it was a great experience!"

Simona MARICA-school teacher at CJRAE -Dolj, Romania

Impressions, Impressions, Impressions ...

I have the luck and the joy to belong to the teachers of the 1st EPAL Trikala, a school that participates with great success in various European programs. This Erasmus KA2 program "OPEN DOORS FOR NON-FORMAL" gave me the opportunity to visit and explore new countries, new cultures and new lifestyles, to see and try new things, to meet and work with new people and talk about mostly for the things that connect and join us under the frame of European Union. Although I have travelled abroad enough, I consider that my participation in this Erasmus has changed me as person, because the interaction with people of different culture changed mine approach of seeing things, people and countries.

Especially, the two mobilities of the program, in Lithuania and in Turkey that I have participated, gave me the opportunity to take part in a big variety of activities, to see the beauty of these countries and to feel the hospitality of the partners. Lithuania and Turkey, two countries that are so different and so beautiful, make me to want visit them again.

So, I am waiting for meet all partner again in the future meetings!!!

Voula Fliouka (1st EPAL of Trikala—Greece)

The participation to the mobility in Turkey was a unique and interesting experience also. I'm very impressed that Turkish teachers have interactive whiteboards and classic too, in every classroom and I was amazed how local council of Konya cares about the education of its citizens. About Konya's Science Center and the planetarium, what can I say? It was the most impressive place which I visited in Turkey. It is a center that we all want to have in our cities near our schools because the students can be taught by experiments, with modern technology and all the non-formal activities education. Something else that impressed me it was that the Turkish students, were so eager to participate in all kind of activities related to the project and also that the Turkish students were trying to communicate in English with us.

The meeting in Konya-Turkey was a great opportunity for me to learn new things about our neighbors.

Fanis Mavropoulos (1st EPAL of Trikala—Greece)

Impressions, Impressions, Impressions ...

My participation in Erasmus+ KA Strategic Partnership for School Education "OPEN DOORS FOR NON FORMAL" was a great and unforgettable experience. As a participant I had the opportunity to learn about other countries' educational systems and to attend good practice examples of alternative teaching and learning methods. Furthermore, the mobility gave me the chance to meet other teachers, culture and mentality. I was really impressed by the reception and hospitality in Lithuania and Turkey, the tour and the outdoor activities. I was also happy to meet Lithuanian and Turks students in their classrooms and workshops.

Dora Falagara (1st EPAL of Trikala—Greece)

Opening doors to non-formal learning and teaching processes.

This European program has enabled us to come into contact with teachers from other countries and to learn the educational processes within other educational systems. This has enabled us to understand better our students and to motivate them with activities out of the curriculum. Also, the project meetings helped us to discover the framework of other countries in order to transfer the knowledge and the experience to our students.

Ioannis Trigkas (1st EPAL of Trikala—Greece)

The experience I gained during my participation in the first meeting in Assen-Holland, was particularly important since it gave me the chance to become aware of new, novel learning methods and apply them to my daily practice. The most characteristic experience is the one that took place in the mill because it combined, in an ideal way, the cross-curricular approach of learning with the very interesting surroundings that were especially favourable for both activity and discovery or even invention. It has to be mentioned, though, that there is such a place in our city (Trikala) as well but it functions more as a museum of history and culture, detached from education and learning in general.

Christos Efstathiou (1st EPAL of Trikala—Greece)

Poster of 3rd Meeting

Publicity of 2nd and 3rd Meeting



SEHIT ALBAY IBRAHIM KARAOGLANOGLU IMAM HATIP ORTAOKULU




3rd Meeting - Konya-Turkey 25-29 October 2015



































Two years of Non Formal

The “Open Doors for Non Formal” project partners met for the last time in May, in Romania, hosted by Ghindeni School, “Matei Basarab” Highschool and CJRAE Dolj.

We joined our efforts to make our guests feel the “taste and colours” of our country.

Because, during these two project years we became friends, not only partners, and we enjoyed all the moments we were together during our project meetings in Greece, in Lithuania, in Turkey and in Romania.

Ghindeni School’s teachers proposed this project, from the beginning, to Asta and Jolanta – partners and friends from our previous Comenius project “HELP”(2010-2012) and Cristina and Tim – our friends and trainers in a Comenius course where I’ve participated in 2010, “Education for sustainable development”.

They were very open to our proposal and we started to work together.

To find new partners, I put some information in eTwinning. In maximum 1 hour I received a message from Gurkan, who was eager to join us. He gave me a lot of ideas, information for the project, but also brought two partners: Nikos and Anna.

Now we were 6 partners. But... my Romanian friends Aneta and Mirela also wanted to be in this project and I said it’s OK, each of us have different experience, so all of us could be helpful for the project success.

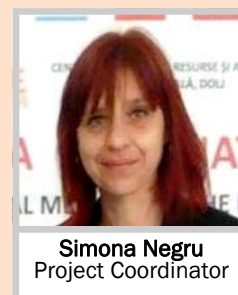
What I liked in this project were our meetings, some of them really non formal, when some of us were very firm in supporting their opinions, but with good results all the time and (almost) everybody in accord

with the decisions taken by the partners.

I think we had a lot to learn from each others in what concerns the education, we learned about the specifics of each partner’ country and nation, we saw a lot of wonderful places, we tasted the best cuisines and we met friendly and welcoming people.

These are, beside the proposed results of the project, feelings and experiences that we will keep forever.

I thank to all the participants in this project – teachers, students, local authorities, parents, to the coordinators, the headmasters who sustained our activities and let’s hope for new partnerships in the future!



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Open Minds, Open hearts, Open Doors for Non Formal Education in Ghindeni village, Romania

Ghindeni School, as project coordinator, organized the last transnational project meeting of partners, during 6th and 9th of May, 2016.



As we are 3 Romanian partners, the activities took place in each institution, in idea to present the partners results and to make a bigger project community with these institutions' staff.

In 6th of May, the guests were greeted

by Ghindeni School's students with the traditional "bread and salt", they visited the school and interacted with the students.

The students showed their knowledge about partners, gained in preparing materials that celebrated national days of countries, for our eTwinning project. They also showed some words learnt from the Multilingual Glossary we made during our project.

In the kindergarten yard, where the fence is painted with the flags and symbols of partner countries, the local community prepared a novel and interactive presentation of local traditions: folk songs and dances, a workshop of making brooms and traditional food.

We made an

overall analyse of all project results and of the project activities impact on students, on their learning increased interest.



This activity was organized as a "Nonconference", a non formal and more open way of discussing some interest points: the Romanian teachers were hosts of some "round tables", each with one subject related to the project; the partners joined one or more of those, depending on their interests.

The discussions focused also on the financial reports and we concluded that the money we received from the EU was spent with positive effects on students and partner institutions.

Simona Negru



"Open Doors for Non Formal"

A successful educational experience



Monday, 9th May, 2016, meant for the Project "Open Doors for Non Formal" a rich bouquet of activities organized by "Matei Basarab" High School from Craiova, one of the partners which represent Romania in the project.

- "Casa Băniei" became the host of the **activity of dissemination of the results** of the project, not only a welcoming host, but also one eager to talk to the foreign partners, revealing them the beauty and originality of the local tradition.

- A **workshop** was here organized, the participating teachers turning into painters without using any brushes or colours. They have learned the technique through which the ordinary napkin is being elevated, transforming it into a small painting whose beauty com-

petes, without any complex, with the faultlessness of the classical paintings. The workshop was conceived as a way of valuing the results of non-formal methods already implemented, this time involving the participating teachers.

- The dissemination, multiplication and practical application of the results of the project in the educational community was conducted in a **Round-Table** at the County School Inspectorate in Dolj County with the participation of the representatives of the Teaching-Staff Resource Center Dolj.

- The first floor of the "Matei Basarab" High School was transformed into a **veritable exhibition**; the results of the project obtained during two years of implementation were presented to those who wanted to

discover, to thrill, to remember or to learn. From the images and the words this exhibition was woven – a statement of the effort to open the door to formal activities in teaching.

- The agenda of the project meeting continued with discussions on enhancing the results of the project, the **final structure of The Non Formal Methods Guide** being established.

- After the evaluation of the Project meeting held in Romania, the recording of proceedings of the meeting was completed and the teachers were awarded certificates of participation.

9th May, 2016 remains in the mind of the participants through the multitude of the activities held under cooperation, confrontation of ideas, under joy of sharing the experience gained in two years.

Teachers:

Jianu Simona

PhD. Dodenciu Mirela





International conference

"How to use non-formal methods in the formal education"

The conference with international participation, involving all the partners of the Erasmus + Strategic Partnership

which brings together examples of good practice in three coordinates (activities with students, learning activities for teachers, respectively activities with parents/ community), examples structured within a format that highlights the use of formal methods in formal education by all the partners of

typical for the organization of such event and CJRAE Dolj staff thanks each member of the project team of each country involved in the "Open Doors for Non Formal" project for the special involvement in organizing and developing the highlighted activities of the conference. The assembly



Project for school education "Open Doors for Non Formal" 2014-1-R001-KA201-002889 project - suggestively called "How to use non-formal methods in the formal education" - was a special occasion to disseminate the results obtained by all partners in this project.



CJRAE Dolj has developed a material for the conference

the Erasmus + project. The material also included a psychological component, which targeted a picture of the impact that the implementation of the project had on its partners.

The conference complied with all methodological and technical constraints

presentations were a great opportunity to break the barriers of space, time, culture, education system and provided the participants - teachers from Craiova and Dolj County - a rich educational experience that can be replicated and developed. Also, the workshops offered in the second part of the

An opportunity for professional development and a bond of space, time, culture and the education system

conference emphasized the applicability, giving practical

"Play and playful activity."

friendship and for the window opened for possible future collaborations. As I mentioned in the article prepared for the conference, for me, the "Open Doors for Non Formal" project is a landmark for the future.



examples of activities conceived so as to harness and capitalize non-formal education methods in the context of formal education. The four workshops focused on non-formal methods such as "Open Space", "Learning through experience", "Play culture as a new type of cultural and social act" and

Although I was not able to relate personally with the project partners at the project meetings due to strictly management obligations, I was particularly touched by the warmth with which I were welcomed in the project partners' group. I want to thank all partners for their openness and

Phd. Marinela Dumitrescu
Manager of CJRAE Dolj, Romania

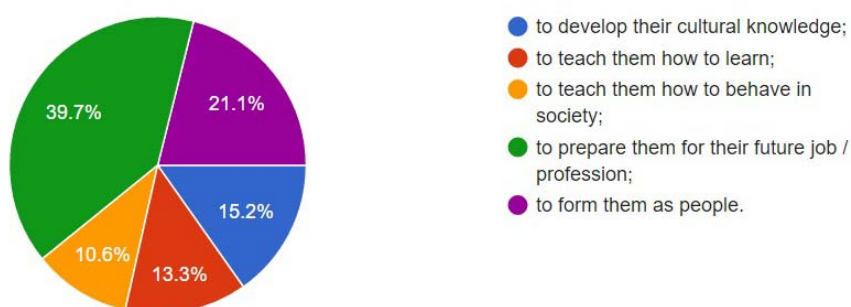


Post Program Questionnaire (1)

Under “OPEN DOORS FOR NON FORMAL” Erasmus+ project it was developed a questionnaire for students that was distributed **before the program** (first year) prior to the performance of the project activities. The questionnaire was distributed also **after the program**, during the project implementation. The following graphs show the results of it.

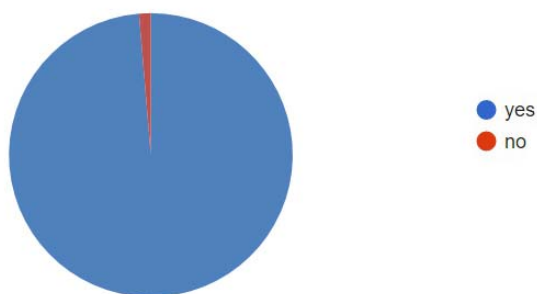
1. In your opinion, what is the main target of the school in relation to students?

(526 responses)

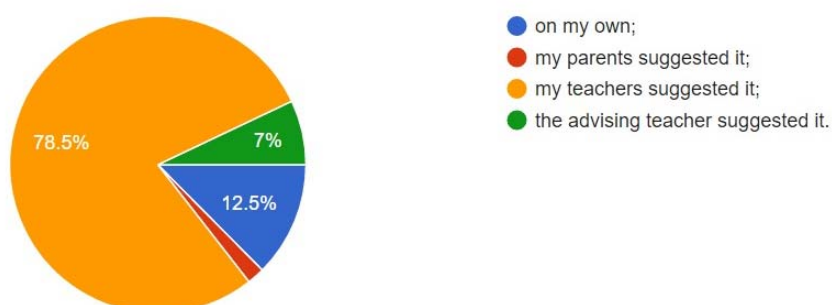


2-During the past year, have you participated in a non-formal education activity, in school or outside of school?

(526 responses)



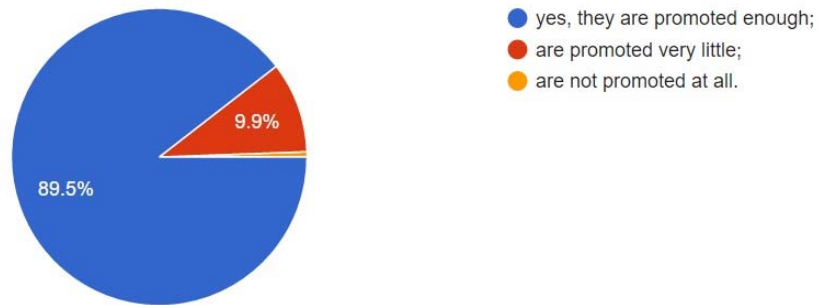
3-How did you sign-up for such an activity? (526 responses)



Post Program Questionnaire (2)

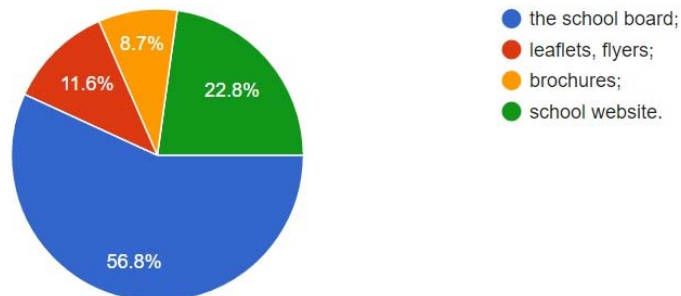
4-Do you think that non-formal education activities are promoted enough in your school?

(526 responses)



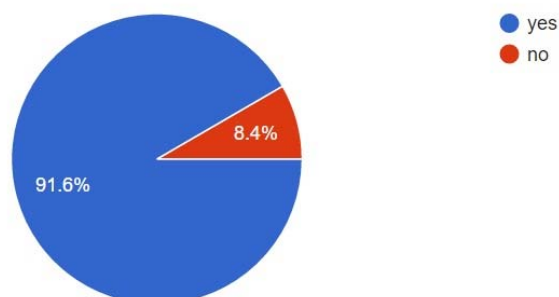
5-In what ways are non-formal education activities promoted in your school

(526 responses)



6-Do you consider that there are enough institutions that provide the appropriate framework for non-formal activities in your village, city / region?

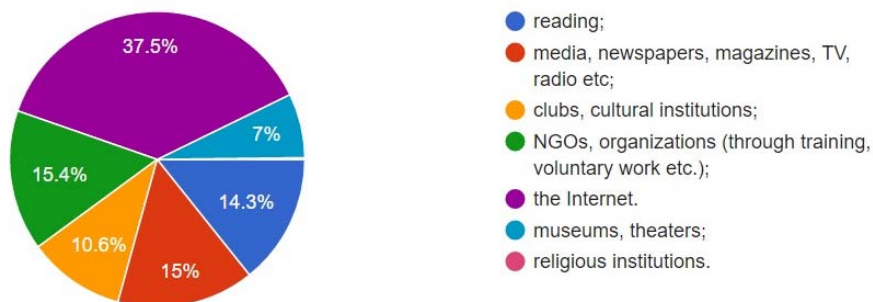
(526 responses)



Post Program Questionnaire (3)

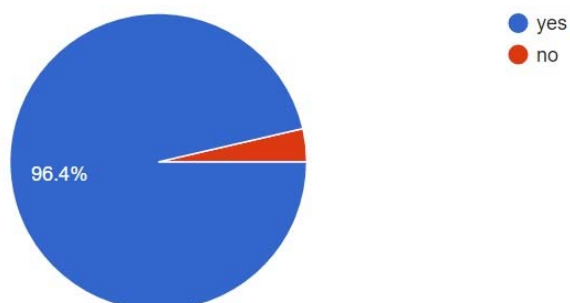
7-What do you think is the most important way that can help you learn what you do not learn in school, but need in life?

(526 responses)



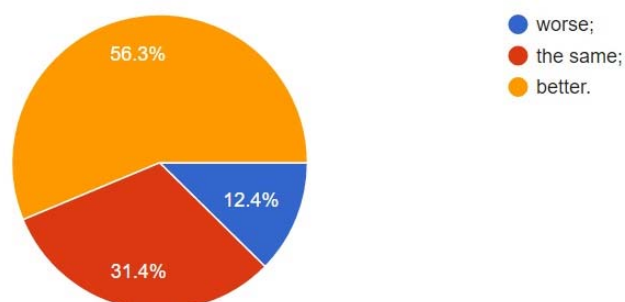
8-Have you participated in non-formal education activities conducted outside the school before?

(526 responses)



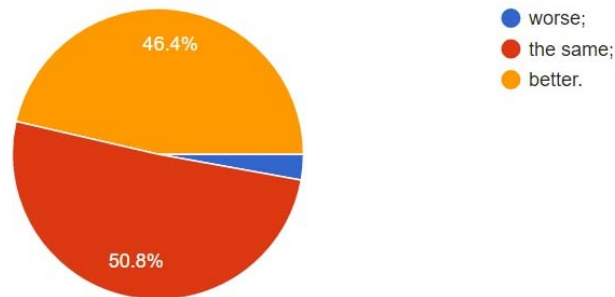
9- If YES, what did you think about it, compared to regular school?

(526 responses)

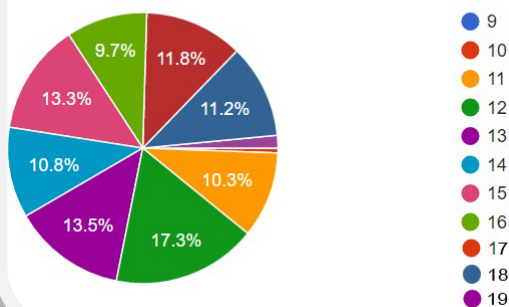


Post Program Questionnaire (4)

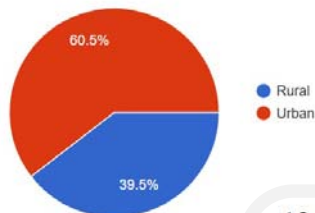
10-What did you think about the people who conducted those activities (trainers, advisors, mentors, instructors etc.) compared to teachers in school?
(526 responses)



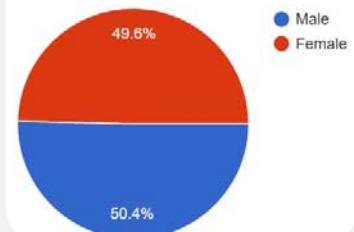
11.Age in completed years (526 responses)



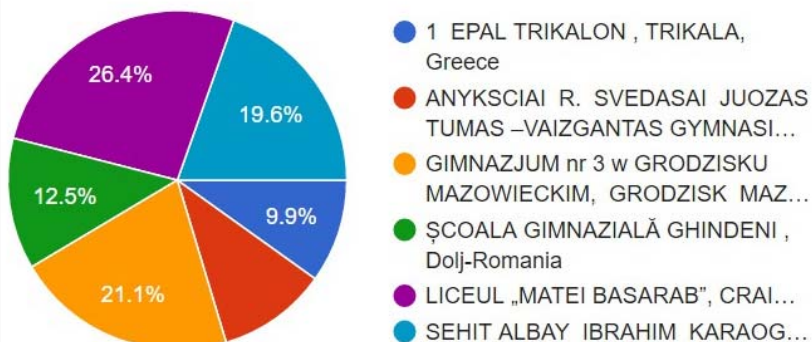
12. The area of origin: (526 responses)



13.Gender: (526 responses)



14. School (526 responses)





The Multilingual Glossary

The Multilingual Glossary has been planned as a part of the Project from the very beginning. It was to contain some essential examples of the vocabulary that had been used during

of this task, asked all the partner organisations to send a set of ten words that had meaningfully appeared in their non-formal activities. After completing the list, all the words were translated into the partners' languages.

Afterwards the definitions in English were written by Beata Pielak from Polish school. The language level of the definitions was accepted to be elementary/pre-intermediate to be more accessible to

first one was an animation, another one was a website and this one was decided to be used as more convenient, user-friendly and relevant to the Project aims. Edyta Błazucka from the school in Grodzisk designed the website which is available here: <http://www.gimnazjum3grodzisk.pl/erasmus/slownik/index.htm>

In the home page it gives the names of all the partners and countries participating in the project. The



the activities in every participant organisation. The designing of the glossary covered almost all the Project's timespan. First, Anna Szafarz from Gimnazjum nr 3 in Grodzisk Maz. Poland which was in charge



the Glossary users who would be not only teachers but students as well.

When the contents was ready, the Polish partners designed two forms of the Glossary and presented them during the project meeting in Lithuania in August 2015. The

navigation in the website is simple and comfortable with the alphabetical scrolling list places on the left. The visual side is clear and attractive and can easily draw all users attention, from adults to students.

Anna Szafarz

Impressions for Romania's Meeting

The international project "Open doors for non formal" is coming to the end. The last meeting took place from the 6 to the 9th of May in the coordinating country – Romania. Participants from Turkey, Greece, Lithuania, Poland and the Netherlands met in Craiova together with the three organisations from Romania.

On the first day of the meeting, the coordinator of the project Simona Nora Negru invited us to visit Ghindeni school. Teachers and students showed their school, introduced different activities that were organised during this project. Although Ghindeni school is quite small, but teachers and children were very hospitable and sincere. The more non-formal methods and activities are applied at school, the closer relationships between students and teachers become, the more active and communicative students are.

After visiting school, we discussed about project results: the website, the multilingual dictionary, dissemination activities, the newsletters.

Later, we were invited to the Municipality of Ghindeni. After a short meeting with the Mayor, all participants were

invited to take part in Nonconference, where in groups, we discussed about project management, monitoring and evaluation, Intellectual outputs, financial issues.

On Saturday, the 7th of May, the International Conference "How to use non formal methods in the formal education" took place. It was organized by our project partners from CJRAE Dolj. During the conference, representatives of all participating organizations presented the most interesting activities, the most successful lessons where non-formal methods were used. Participants received a book with different good-practice examples of all participating organizations: descriptions of lessons, photos, teachers and students' impressions.

On Sunday, we visited the Danube power station and the museum which offers some educational programs for students. Later, the Turkish team presented the Post-program questionnaire, its results, conclusions. We also discussed about the comparative study which will be made by CJRAE and made some decisions about the activities for the remaining period of the project.

On the last day of the project meeting, we were invited to visit our Romanian partners' organization - Matei Basarab High school where everybody was surprised by the exhibition representing all partners' project results and activities. We made decisions about the final structure and the content of the Guide and how to make it available for educational community in different countries.

A visit to our third Romanian partner institution CJRAE Dolj was also impressive. It is an example of how to create motivating environment for students. Modern equipment, furniture, colorful environment, games, toys and devoted teachers – everything for children's needs. We were amazed that students are going to participate in various activities during the summer, too.

Our team is thankful to our Romanian partners for their hospitality, kindness, knowledge and experience.

We said good-bye to everybody, but we believe, not forever - until the next project.

Jolanta Garbauskienė



Poster of 4th Meeting

Open Doors for Non Formal

**ȘCOALA GIMNAZIALA GHINDENI
LICEUL MATEI BASARAB CRAIOVA
CJRAE DOLJ**

Open Doors for Non Formal

**4th Project Meeting
Craiova - Dolj - Romania
6 - 9 May 2016**

Publicity of 4th Meeting

Cuvântul Libertății
Primul cotidian al Olteniei

**Întâlnire internațională pentru educație non-formală
Craiova**

7 mai 2016
Autor: [Cristi Filip](#)

Centrul Județean de Resurse și Asistență Socială Dolj va fi gazda, astăzi, în „Aula Bina” a Facultății de Agronomie din Craiova, unui eveniment cu rezonanță internațională. Este vorba despre Conferința internațională „How to use non-formal methods in the formal education”, în cadrul Programului Erasmus+ „Open doors for non-formal”. În cadrul conferinței sunt organizate patru work-shops: metodele non-formale „Open space”, dezvoltarea prin experiență, „Cultura școlii” ca un nou tip de act cultural și social, „Școlii și activitatea ludică”. La această conferință vor participa reprezentanți din mai multe țări participante în program.

Cuvântul Libertății
Primul cotidian al Olteniei

Programe internaționale destinate copiilor

7 mai 2016
Autor: [Cristi Filip](#)

„Zina Văleni” și „Zina Europe” sunt două proiecte care, de la Craiova, se desfășoară în toate unitățile de învățământ primar-secundar din Dolj și în toate unitățile de învățământ profesional din județ. „Zina Văleni” este un proiect care are ca scop dezvoltarea și promovarea activităților extra-scolare, în timp ce „Zina Europe” este un proiect care are ca scop dezvoltarea și promovarea activităților extra-scolare, în timp ce „Zina Europe” este un proiect care are ca scop dezvoltarea și promovarea activităților extra-scolare.

GAZETA de SUD
Cotidianul oltenilor de pretutindeni

Dolj: Minți, Inimi și Porți deschise pentru educația non formală

13 mai 2016

Școala Gimnazială din comuna Ghindeni, județul Dolj, a organizat o sesiune internațională în cadrul proiectului „Open Doors for Non-Formal”, desfășurată în perioada 6-9 mai 2016 și finanțată prin proiectul Erasmus+.

Open Doors for Non Formal



**1st EPAL
of TRIKALA**



**ȘCOALA
GIMNAZIALA
GHINDENI**



**QUARTER
MEDIATION**



**CJRAE
DOLJ**



**SVEDASAI
JUOZAS TUMAS
- VAIZGANTAS
GYMNASIUM**



**LICEUL
MATEI
BASARAB**



**Gimnazjum nr
3 w Grodzisku
Mazowieckim**



**SEHIT ALBAY
IBRAHIM
KARAOGLANOGLU
IHO-KONYA**



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