



*PATRIMOINE
EUROPÉEN,
LIN EN ROOT*

*EUROPEAN HERITAGE,
FLAX, ROOT AND*

*ERASMUS +
STRATEGIC
PARTNERSHIP
PROJECT*

Le contenu du dossier :

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III. Objectifs du projet

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I. Project summary

1. Partenaires :

This project brings together six organizations from three countries (France, Poland and Portugal).

It includes both school partners (**Lycée Collège Jean XXIII in Quintin, Szkoła Podstawowa nr 2 im. Władysława Broniewskiego in Paslek, Agrupamento de Escolas Poeta António Aleixo in Portimao**), associative partners (**Franco-Polish Association Côtes d'Armor Warmie and Mazuria, Mémoire en Demeure**) and the local public ecomuseum ethnographic museum in Olsztynek (**Muzeum Budownictwa Ludowego - Park Etnograficzny**).

2. Context :

This project is a continuation of an experience lived the previous year in Quintin. The pupils of the **General and Professional Adapted Education (EGPA)** have carried out school learning in interdisciplinarity within the framework of a cultural and heritage approach on the theme of flax. The richness of this heritage, both in Quintin's history and in its economy, has led to an interest in the related international relations and in the different approaches in European countries.

The project is also part of a bilateral cooperation action instituted by agreements between the Department of Côtes d'Armor in France and the **Warmian-Masurian Voivodeship in Poland**. The partnership with the Olsztynek eco-museum and the Mémoire en Demeure association completes the cultural opening.

The partnership with the establishment of **Portimao** will also make it easier to work on the structuring of the educational course proposed to the students of their establishment, adapted and modular. This route can be enriched by creative actions around the flax crafts and other areas that may be linked (cork, wicker, pottery).

3. Public :

The project is aimed at **80 students aged 12-13** (born in 2008 - 2009). Many of them do not have the economic or cultural opportunity to meet other young Europeans. Some of them also have difficulties in approaching languages. We are betting on a multicultural encounter to encourage them to develop both their social and linguistic skills.

The other actors in this project are **secondary school teachers** (history, geography, mathematics, science, librarians), teachers specializing in educational difficulties, cultural leaders and mediators.

4. Backgrounds :

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5. Objectives:

Our aim is to enable partner organizations in the three territories to **work in a network**, to increase their capacity to operate at **transnational level** and to share and compare ideas, practices and working methods. The creation of **skills badges** will be a tool for recognizing their careers. We want to facilitate school learning and avoid early **school dropout** by offering participants an **interdisciplinary discovery** through local heritage. This will enrich a school training path towards the discovery of new professions that are little present in the imagination of young people.

Our goal is also to bring students closer to the **art, crafts and cultural heritage** that surround them. By **highlighting this rural heritage**, the founder of their environment, we want to convey this curiosity to them. The related objective is to encourage exchanges between countries on heritage enhancement practices and their importance in future professional learning.

6. Methodology :

The exchange language will be English for all partners with occasional learning of the languages of each country. During the project, **artisanal and artistic creation** will be the main medium to open up the educational and pre-professional paths of young people. This will result, over the course of the project, to an **exhibition** of the progress made and the works created in each establishment, to the production of a **game** and to the creation by each pupil of a **travel mementos scrapbook**. This document will form part of a personal and **European portfolio**, which will enable them to present the skills they have acquired.

The methodology employed initiates the adoption of **new pedagogical practices** allowing the development of transversal competences between school subjects and practical learning to meet the specific needs of students. We will have to take into account, as the project progresses, the differences in learning related to geographical, cultural and socio-economic disparities.

7. Results :

In the long term, we hope to make young people aware of the interactions between the existing heritages to enable them to build sustainable international relations and to understand through actions the reality of **European citizenship**. We hope to open bridges for them to prepare a **better career orientation** and avoid the dropping out of school. This project will make it possible to develop **new partnerships** for organizations such as ours, located in rural areas, but capable of **working in a European perspective**.



II. Division of work and responsibilities

Each partner is responsible for its own network of communication and promotion of the project, results and tools produced, the creation of events during European days.

He ensures the proper management of the finances entrusted to him, in connection with the Jean XXIII college.

Each person's role was negotiated before the project was tabled. The responsibility of the project leader is to ensure that each partner carries out its tasks and missions.

Steering committees and inter-partner communications allow for regular updates.



Project coordinator, Jean XXIII college ensures :

- the organization of joint consultation and preparation work, coordination and supervision of the whole process
- overall management, coordination for the installation of management tools (agreements, etc.) in particular with the accountants of the organizations
- organization management and coordination of steering committees
- the organization and management of mobility in each country in partnership with the structures of the host countries
- mobilization of partners and coordination of educational creation and research actions
- internal communication between partners and their networking by country
- updating the eTwinning and Erasmus + Project Results platforms
- support in the development of the dissemination plan with all stakeholders
- coordination for the implementation of the dissemination plan, (e.g. during European days)
- external promotion communication, in connection with the various partners
- support and coordination for the final restitution

The Côtes d'Armor Warmie Mazurie Association ensures:

- participation in the writing of the project and in the search for partners
- assistance with the stewardship of mobility and reception actions for all partners (transport and accommodation reservations), the financial advance
- support for mobility
- translation
- pedagogical and educational actions in France, in coordination with the Jean XXIII college
- participation in the creation of evaluation tools such as the online questionnaire
- the provision of communication tools already created



ASSOCIATION FRANCO-POLONAISE
Côtes d'Armor / Warmie-Mazurie

The The association Mémoire en Demeure ensures :

- the visit of the museums of The Brittany Canvas Route, devoted to the rural traditions of the linen and linen sector, to traditional know-how and to the new linen sectors
- participation in creation actions during preparatory activities in France and during mobility, in coordination with Jean XXIII college
- linking with the weaver for collective weaving



The Muzeum Budownictwa Ludowego ensures :

- the provision of permanent staff, memorial material, museography and educational tools (e.g. the educational program "creating a thread")
- the provision of animators during the international meetings planned in Poland and in the preparatory activities in coordination with the Paslek school
- the provision of its communication tools
- the motivation of volunteers in the facilitation of know-how transmission workshops



This association and the ecomuseum will be resource centers for the project. They will help with reception during steering committees and youth mobility. They will participate in setting up exhibitions and writing related documents (on the historical part in particular), as well as in the creation of the board game. They will be responsible for participating in the development of a heritage culture among young people. They will be able to enhance the skills and practices of the students and enroll them in a skills recognition.

Schools provide

- promoting the project as soon as the acceptance decision is received, both through internal communication and through communication with their local partners
- participation in setting up and feeding the eTwinning platform
- the intercultural, heritage and craft preparation activities of the students
- the development of the mobility program in his country
- the provision of teachers for the supervision of pupils and their supervision
- the management of the mobility of their students and staff in conjunction with the coordinator
- reception and accommodation during steering committees
- setting up exhibitions of students' work and highlighting the tools produced

The colleges have the mission of involving the students by implementing innovative educational actions, bringing partners together and opening the project to other students and other teachers of the establishment through cultural or educational interventions.



III. Project's objectives



Understand the historical links between countries or regions of Europe and their future within the framework of the European Union from the awareness of belonging to one's own environment ; developing curiosity in school subjects, daring orientation courses further from the immediate environment.



Understand geographic knowledge (orient, locate, place) through the practice of on-site travel and visits ; become independent during trips to choose the places and moments of the exchange to keep in mind, to prepare the following mobility and welcome students or professionals from other countries.



Meet other students abroad to have access to other national cultures and other languages ; learn a few words in the language of the country visited, share and discover the daily, culinary habits, the musical tastes of young people among themselves using letter-writing, creating a blog, the eTwinning platform



Project oneself in one's guidance in connection with new skills and possible knowledge by meeting professionals in the business and craft sectors ; arouse vocations in the fields of weaving, artistic professions, open the possibilities of students in their pre-professional and professional career then share with students who have already left (during the 2nd year)



Build on the skills acquired during the projects carried out during the previous year to deepen and share them. Use free access to the weaving loom lent by an individual in the daily life of the school year ; allow young people to make new creative proposals, to use all school fields to make connections and encourage them to read, write and use the scientific field ; allow greater efficiency in the digital field to reduce the digital divide and to practice citizen and reasoned use of the media.

IV. Priorities and themes

Horizontal priority most relevant to the objectives of your project:

Social and educational value of the European cultural heritage

Two additional priorities related to your project objectives:

School education : Strengthening the development of key skills

Horizontal : Social inclusion

The cultural project "human activities, from the flax seed to the canvas, over time and around the world" is based on the fact that the seed was produced by the countries of northern Europe, cultivated and transformed in canvas mainly in Brittany and exported to South America via Portuguese and Spanish ports. Towards the students, this common thread will serve as a pretext to create a new appetite for fundamental learning. Cultural heritage is often overlooked by students due to a social approach indifferent to the environment.

The three selected territories are located at the three passages of the European flax route from a historical point of view. Their characteristics are:

- **Brittany**, the most rural region in France and a region of innovation,
- **Warmia Mazuria**, known as the Land of a Thousand Lakes, recognized as the "green lung" of Poland, including a multicultural history,
- **Algarve**, an Atlantic coastal region comprising half of the mountains, with a fragile economy currently based on fishing, agriculture and tourism.

The project allows the **adoption of new teaching practices developing transversal skills** between school disciplines to better help students build a coherent school and professional project. It meets the needs of disadvantaged groups, taking into account the differences in **learning outcomes linked to geographic, cultural and socio-economic disparities**. Our research and our teaching practice give us **the opportunity to create tools making visible** to students the acquisition of key skills, skills badges. We will work from the skills acquired to allow students to have visible recognition. They will thus complete their **European portfolio**.

We want to go beyond the purely academic approach to a more global development approach that **fully involves the person**. The learning will engage everyone, young and adult, in the acquisition of all intellectual, physical, creative, relational skills without forgetting the learning of interiority.

This new approach takes into account the social, linguistic and cultural diversity of the participants. Through this project, we wish to **promote the importance of European cultural and linguistic diversity**. We give a special place to **the local cultural heritage**, tangible and intangible, as an element of the cultural heritage of Europe.

The associative and institutional organizations which accompany the project will allow this **cultural opening** and include the pupils in a movement of more important social meetings. The pedagogy of the project that is used **promotes innovative pedagogical practices**, relying on **manual skills** to anchor fundamental learning.

This approach will support teachers in more flexible and **closer to school needs**, using non-formal pedagogies and the experience of each of the partners. The aim of the project is also to allow the partner organizations of the three territories to work in a network, **to increase their capacity to operate at transnational level**, to share, to compare ideas, practices and working methods.

Three themes addressed by your project :

School dropout /combating school failure
Creativity and culture European
citizenship, awareness raising and democracy

V. Expected results

1. **Artistic and artisanal creations will be produced in each country**, either during the preparation times organized by the country for its students, or during trinational meetings. Some of these creations will be made available to the Olsztynek Ecomuseum and the Mémoire en Demeure association, to enable them to have a greater influence among the younger generations.

Others will be works kept by the students to complete their **portfolio**, and lead them to use it in their orientation and in the future if one or the other takes this professional path, which we hope. The creation will enhance the individual in this collective project. Artistic and artisanal creations will also be the basis for the **production of a board game on the European cultural heritage of traditional know-how**, which will be made during the last tri-national meeting and published for the use of the teaching staff, students and more generally (through the CIED Europ'Armor in particular). The realization of this joint production will bring together the materials specific to each territory : canvas, lace, reed, cork in connection with the idea of a maritime voyage and a map of trade between the different countries (Riga, Gdansk, Roscoff, Saint Brieuc, Quintin, St Thélo, Saint Malo, Portimao and Cadiz, Latvia and Spain being countries historically interested in these exchanges).

Each country will also prepare an exhibition of the students' works and progress on the theme, which could take the form of a craft market : stands behind which the students explain the project and the skills acquired, an opportunity for them to experience their expression oral (multilingualism). All these elements will be a tool for promoting our intercultural wealth.

2. This project concerns, for the most part, young people from rural areas or far from large cities, who do not have access to culture for various economic or social reasons. In addition, these young people have had little or no experience of being open to Europe and the world in general, outside of school education, which often leads to cultural exclusion.

We are convinced that by **making intangible heritage education** a strong idea of our project, we will educate young participants in citizenship, through a pedagogy of respect for differences, learning new skills and support in their personal construction. We want to **stimulate cultural openness and their curiosity** in order to build a taste for ambition and give meaning to learning. It is a very long-term expected result that we sow without knowing its fruits in advance, but we are convinced of its importance.

3. The pupils will **improve their English language skills** in order to mobilize them in exchanges and make them want to repeat this experience of discoveries from other countries. The approach to daily Polish and Portuguese vocabulary will arouse the desire to learn a new language. We aim to have them all **reach an A2 level in English** at the end of their college course.

4. To strengthen the **development of key skills**, we will create an educational tool based on **badges**, suitable for middle school students. Youthpass is the reference tool on which we rely, to combine formal and non-formal education used in the project. This tool will be produced in the form of a **booklet in the four languages (French, Polish, Portuguese and English)**, to be directly made available to teachers but also to education networks such as CANOPE in France.

5. This project will allow us to establish a **new network of contact** between all the partners in order to promote exchanges of good practices. We hope that this cooperation will continue through other European projects such as school exchanges (KA2 project), the mobility of teachers or cultural mediators (KA1 projects).

In addition, this project is in synergy with another project on the town of Quintin "Stone and wood, two materials for traditional housing, two materials for artistic expression" in which the association Côtes d'Armor Warmie Mazurie, the ecomuseum of Olsztynek and Mémoire en Demeure are participating. **A twinning of communities or museum** organizations could be envisaged.

VI. Provisional timetable

- 1) Transnational meetings **11-2020 Launching steering committee** in **France**
- 2) **Exchanges of short-term student groups 05-2021** transnational meeting in **France**
- 3) Transnational meetings **07-2021 Mid-term steering committee** in **Poland**
- 4) **Exchanges of short-term student groups 10-2021** transnational meeting in **Poland**
- 5) Transnational meetings **01-2022 Educational steering committee** in **Portugal**
- 6) **Exchanges of short-term student groups 03-2022** transnational meeting in **Portugal**
- 7) Transnational meetings **07-2022 Assessment steering committee** in **France**

VII. Provisional budget

Overall forecast budget

Project management and implementation	42 000.00 EUR
Transnational meetings	21 235.00 EUR
Learning, teaching and training activities	197 758.00 EUR
Exceptional costs	1 192.00 Amount
Total grant	262 185.00 EUR