

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

CONNECTING THE RURAL EUROPE

Good practice example



Project Coordinator

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Project Information

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Topics Quality Improvement Institutions and/or methods (incl. school
development) ; Teaching and learning of foreign languages ; Rural
development and urbanisation

Project Summary

Background

The provincial Department of Education in Guadalajara assumes as one of its main goals the assistance to schools located in remote or rural areas, in spaces of very low population density that has been losing inhabitants for very different reasons, taking part of the so-called "empty Spain". Since the reason for this project is the desire to internationalise and modernise these schools located in small rural areas, the provincial Department in Guadalajara decided to call for applications for the selection of five public educational schools whose access to European programmes would be very difficult and constituted an Erasmus+ consortium. Other basic reason for applying for this project is to improve the quality of education by sharing successful strategies between schools, such as improving the management of schools located in rural and remote areas in order to settle the existing population and even attract inhabitants from other areas, improving linguistic competence in foreign languages and implementing new and more active methodologies.

Objectives

- Provincial Department of Education, as coordinator of the consortium: To improve the educational quality of our schools, located in remote or rural areas and to achieve greater international openness by better understanding the management of schools with similar characteristics.
- IES Martín Vázquez de Arce: 1. To achieve greater motivation and satisfaction in the teaching by improving skills and innovation. 2. To promote the inclusion of immigrant pupils from the Sigüenza Refugee Centre.
- CEIP El Coto and CEIP Crecemos Juntos: To improve the quality of education in aspects such as foreign languages and the use of ICT.
- IES Leandro Fernández de Moratín: 1. Achieve greater use of resources by strengthening the links between SMEs, town councils and civil society organisations. 2. To learn about other efficient models of school management in rural areas.
- CEIP Miguel de la Cuesta: 1. Improve the management of the centre with contributions from good practices in other countries. 2. To develop an awareness of European citizenship and environmental identity. 3. To increase enrolment by improving the quality of teaching through methodological innovation.

Implementation

- Provincial Department: 2 job shadowing: Stedelijk College (Netherlands)
- IES Martín Vázquez de Arce 4 job shadowing: Onze-lieve-vrouwe (Belgium), Stedelijk College (Netherlands), Istituto Comprensivo Villaputzu (Italy) and Vestfold-og Telemark fylkeskommune (Norway) and 2 courses: Technology and ICT tools (Malta) and CLIL methodology (Ireland).
- CEIP El Coto 4 job shadowing: Istituto Comprensivo Villaputzu (Italy), Neue Mittelschule Glasergasse (Austria), 2 in Osnovna sola (Slovenia) and 2 courses: English Language development and Digital skills (Malta) and Innovative methodologies (Ireland).
- CEIP Crecemos Juntos 4 job shadowing: Istituto Comprensivo Villaputzu (Italy), Talvikankaan koulu (Finland) and 2 in Osnovna sola (Slovenia) and 2 courses: CLIL for teachers (Ireland).
- IES Leandro Fernández de Moratín 4 job shadowing in: Neue Mittelschule Glasergasse (Austria), Talvikankaan koulu (Finland) and 2 in Vestfold-og Telemark fylkeskommune (Norway) and 2 courses: STEAM in classroom (Greece) and From STEM to STEAM education (Germany).
- CEIP Miguel de la Cuesta 2 job shadowing: Neue Mittelschule Glasergasse (Austria) and in Talvikankaan koulu (Finland) and 2 courses: Reggio children (Italy) and in STEAM in Classroom (Greece).

Achievements

- Improvement of English language proficiency for teachers and CLIL methodology through training courses in Ireland, Malta, and job shadowing in Italy.
- Improvement in the management of organizational spaces through job shadowing by the schools leadership teams in rural schools in Slovenia and Finland.
- Implementation improvement of innovative methodologies such as Project-Based Learning (ABP), the educational approach of Reggio Emilia schools, integration of ICT in the classroom, and STEAM through courses in Reggio Emilia, Malta, Ireland, Greece, and Germany, as well as job shadowing in Finland, Italy, Belgium, Norway, Austria, and Slovenia.
- Improvement of tools to address diversity and promote student inclusion through observations at a specialized school in the Netherlands focused on working with refugees.
- Enhancement in the internationalization management of our institutions through all conducted observation periods and hosting partners from Belgium, Reunion Island, and our partners from the Netherlands on two occasions.
- Also, an eTwinning project "Connecting Rural Europe," a journal documenting all activities undertaken and an extensive network of contacts for future european projects.

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