



iCAP Project 2017-2019
2017-1-UK01-KA201-036517

Transnational meeting No. 4, Solski Centre Kranj, Kranj-Slovenia, 4th-5th February 2019

The project will be implemented over a period of two years(01.09.2017-31.08.2019), in 5 countries – UK-England, Greece, Romania, Slovenia si Spain,with the University of Gloucestershire, Cheltenham, UK as an applicant. The practice partners are the following: University of Thessaly-Greece, Platon M.E.P.E., Katerini- Greece, Scoala Gimnazială Gheorghe Titeica Craiova-Romania, Solski Centre Kranj, Kranj-Slovenia, Furness Academies Trust, Barrow-in-Furness-UK,Institut de Vilafant, Vilafant-Spain, Working with Europe- Spain.

Proiect Erasmus+ project, KA 2- Cooperation for Innovation and the Exchange of Good Practices, KA 201- Strategic Partnerships for school education: Early Innovation Capacity (Fostering innovation interest and building innovation capacity among secondary school students through opening up new learning spaces for young learners), *Agreement no 2017-1-UK01-KA201-036517.*



A team made up of five representatives of Gheorghe Țițeica Secondary School, Craiova, took part in the fourth transnational meeting (4th-5th February 2019) within the iCap project, the meeting being hosted by the Slovenian partner, Solski Center Kranj, Kranj.

For two days, the representatives of the practice partners, guided by the knowledge partners from the University of Gloucestershire and the University of Thessaly, collaborated in order to find the most effective ways of turning the practical experimentation and its findings into the Intellectual Objectives of the project. (iCAP Resource Centre, the iCAP School Guide and a themed video to illustrate on the matter).



Therefore, on the first day of the meeting, discussions focused on presenting the progress being made by the partners, the challenges they encountered and the solutions they were able to find. Despite being very varied as far as the topic is concerned, all the activities placed the students at the heart of the community-oriented actions and allowed them to make their own choices and find solutions for themselves.

Just like in the other meetings, the second day of the event hosted parallel debates (students/teachers) which helped selecting some of the most relevant conclusions of the activities. There were also established the objectives and the guidelines necessary for the fourth phase of the project, the co-creative phase, which is to come in the final months of the project.



“Being involved in this project represents an extraordinarily fruitful experience, not only for our students, but also for ourselves, as teachers. It stands as a wonderful opportunity for us to re-evaluate our priorities, our teaching methods and techniques, not only with regard to the activities in the project, but also in the classroom in general. Because I believe that the future lies in the hands of the youngsters, I consider it to be necessary to place them more often in practical activities, in which they can learn by doing, as this will enable them to develop a wide range of real-life skills, such as entrepreneurial skills, as well as a sense of responsibility. Moreover, involving the students in solving the problems of the community will help them develop a capacity for effective decision-making, for understanding how their actions will affect the people around them and a sense of community and compassion.

In short, the exchange within the Slovenian transnational meeting proved to be extremely useful in the sense that it familiarized me with the strategies of my European teacher peers, it came as an answer to many questions I had had in mind and allowed me to develop, both personally and professionally. I can say that the experience I have accumulated will guide me not only in conducting extracurricular activities but also in my future work in the classroom, as I have found that the methods used in the project have proven to be extremely effective for supporting active learning as well as the development of communicative and social skills of the students.” – Monica Radu, teacher

