



Reflections

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Introduction





The proposal for a collaborative booklet came as early as our third partnership meeting in 2013. However,



because of the heavy workloads of teachers in our schools it wasn't until 2014 that we

began to discuss this matter seriously. Should the book be an online book? Should it look at the project from the perspective of the pupils? Or should it reflect on the project from the perspective of the coordinators? What format should the book have? What would be the content of the book? These questions generated a lot of debate.

We came to the conclusion that our project website and two eTwinning twinspace adequately displayed the work of the pupils. So this book reflects on what the coordinators believe were the critical success factors of our project. We expect the book will be useful to other teachers undertaking a strategic partnership. Because of time and monetary constraints this is an online book.





The impact of President Higgins on our Project





Brendan O'Dwyer

The President of Ireland, Michael D Higgins, officially launched Landmarks and Monuments in St.



Michael's School on September 28th, 2012. Also present were: Dáil Deputies Derek Nolan and Brian Walsh - both past pupils of St. Michael's; the Mayor of Galway City, Terry Flaherty; and Ms Lisa Fox from Leargas.

Special guests were teachers from our partner schools in Barcelona, Bielefeld, Gambara, Stockholm, Thessaloniki and Tomar. In the course of his speech President Higgins remarked to the gathered audience of pupils, parents, staff, visiting teachers, Board of Management and representatives of community and sporting organisations,

“May I say to the visiting teachers that

you could not have picked a better school than this school with its legacy and tradition of inclusion, cross-cultural and cross-class understanding. Inclusion has been part of the philosophy of St. Michael's School. It is a great privilege to be in this school.”

These words of praise from President Higgins were hugely reaffirming for our school community, and the President also referred specifically to the school's proud record of achievements in the areas of music and the environment. Pupils had the unique opportunity to perform for the President and to present him with a gift afterwards. Pupils, staff and visiting teachers were photographed with the President. The more that we reflect on the occasion the more we understand and appreciate the positive impact that the Presidential visit had on our school.

President Higgins remarked that the theme of landmarks and monuments was very interesting as it reminded us of our culture and heritage. He advised us not just to consider these buildings in isolation, but to reflect also on those who were involved in their construction,

“..remembering not just those who occupied the castles briefly but the people, who put stone on stone, sometimes involuntarily, in order to build the edifice. That is what we must remember.”

He further added that landmarks and monuments are part of our collective heritage,

“They belong to us all. They haven't the mark of private property on them. They belong not to one generation, but to previous generations, and on into the future.”

President Higgins spoke eloquently and passionately about the importance of landmarks and monuments, and he put a particular stress on researching local monuments. His words



impacted profoundly on all partners, and they had the effect of making partners understand that the project offered huge possibilities.

He outlined his vision of an ideal Europe,

“It is important to remind ourselves that we have a larger, deeper, farther vision of a continent that will be in peace, that will have cohesion as well as competitiveness, that will be giving an example in the rule of law internationally, and that will be open and diverse, and will be a Europe of which we will be proud.”

His spoke of the significance of Comenius Partnerships in attaining this vision, and outlined the impact that partnerships are having on the pupils' attitudes to culture and diversity:

“The Comenius Partnership is exactly the kind of initiative that reminds us of the original and valuable purpose of Europe, a Europe that valued social cohesion, a Europe that cherished its culture and space in all its diversity and a Europe that brought our citizens together to celebrate and promote our shared values and rich heritage and be able to listen to the different cultures and belief systems of all of our planet. So it is encouraging to be here today and to know that this school and other schools across Europe are ensuring that our children enthusiastically embrace the broad cultural diversity, and learn about, understand and respect the traditions and history of our European friends and partners.”

The launch of the project by President

Higgins had a number of other important consequences. All partners subsequently introduced political elements (these are dealt with in a different chapter of the book) to partnership meetings. These political elements had the effect of raising the public profiles of our schools. Moreover, within our schools, there was a much greater emphasis on political processes and citizenship.

The political elements also had very positive impacts on the dissemination of our project. Our meetings and our project received much greater media coverage and publicity than they might have had otherwise. The visit of President Higgins was featured in the Autumn Newsletter (Issue 21) of Leargas and in its Annual Report of 2012. I would particularly like to acknowledge the generosity of politicians who were so accessible and who gave so willingly of their time.

The President's insightful parting words were aimed at the pupils but I strongly believe that teachers also followed his advice,

“May you enjoy it all. Have great fun doing it. Be endlessly curious and may it last you all your lives.”

Our final evaluation report indicated that over 2,000 pupils and over 200 teachers were directly involved in this project. These numbers were far higher than our early projections, and the momentum generated by the launch of our project by President Higgins had an important impact on the success of our project. September 28th, 2012 is a day that will live in the memories of all who were present.

Democracy and Citizenship





Marita
Andreasson

Because Landmarks and Monuments featured many parliamentary buildings, and because 2013 was



the Year of European Citizens, we felt that we would put a special emphasis on democracy and citizenship in our project. We felt that these factors presented us with a great opportunity to give our pupils an understanding of democratic processes in our cities and countries as well as informing them about the workings of the European Union and its parliament.

With these objectives in mind we

created a dedicated eTwinning Project, "Parliamentary Monuments and Citizenship" <http://new-twinspace.etwinning.net/web/p93183> and we introduced political elements to each partnership meeting. President of Ireland, Michael D Higgins launched our project in Galway. In Lisbon we were received in Parliament by Lady Assuncao Esteves, President of the Portuguese Parliament and Mr. Ribeiro e Castro, Chairman of the Parliamentary Education Commission; later on, the Mayor of Tomar, Mr. Carlos Carrão received the delegations. In Stockholm we presented our project in Stadhuset to Ms Lotta Edholm, School Commissioner for Stockholm. In Thessaloniki we were received in the Ministry of Macedonia-Thrace. In Brescia City Hall we were welcomed by Mayor Emilio Del Bono. We were given a tour of City Hall in Barcelona and in Bielefeld we were briefed in City Hall by Mayor Pit Clausen..

Classes visited the City Halls, Regional Parliaments and National Parliaments and met and engaged with politicians including Mayors, Members of National Parliaments and Members of European Parliaments. These visits helped pupils understand democratic processes and structures. They also gave pupils the opportunity to ask questions particularly relating to local issues - recycling, the management of waste, stray animals, traffic issues etc. Through these visits the students also learned about the parliamentary monuments: the buildings themselves, when they were built, by whom and the history of the country's democracy.

Every school listens to the students in one or the other way. These actions are often organized differently and in some schools the students are formally



elected into a pupils' council board and have the responsibility to ensure that all students' opinions will be presented to the principals and the parents association. The issues can be of different weight. Some are very important and need to be discussed by all people in the school so that everyone benefits. Examples include, "How to help someone being mistreated, How to be careful about the school material, How to contribute a good working environment"

In this time of economic crisis active citizenship is a necessity. Schools organised different actions like bazaars, writing reports about important matters to the mayor, or more social human activities like carol singing in hospitals, collecting for charity or just giving comfort.

One school arranged an anti-bullying workshop where the pupils took part and learned how to be considerate. They were encouraged to stand up

for themselves and became aware of alternative ways of handling their feelings. These are important skills for life!

An event was dedicated to people with special needs with the motto: "Everyone Different, Everyone Equal". This event enabled

pupils (grade 6) to take part in Paralympics' sports, talk to Paralympics athletes and discuss attitudes towards them. One outcome which resulted from this event



was a poster of the 4th class with the slogan "United in Diversity".

Students from a special needs school were invited to the local parliament to discuss inclusion. It was a positive experience for them to have their opinions taken seriously by people who sometimes make important decisions about their lives.

As a part of the special program, "Roses to Fight Forgetfulness" pupils visited a home for the elderly and presented roses that the pupils had made themselves. It was an emotional and fulfilling experience for the pupils and for the elderly people. For this event the school collaborated with the "ONG" 'Friends of the Elderly'.



A collaborative work among three of our schools involved the students in conferences, debating the ideals of citizenship and discussing how their ideals might

be portrayed in a poster. By doing this, students were behaving as ideal citizens! They were engaging, partaking, respecting and agreeing on a course of action that led to the creation of a poster where the citizens, expressing the rights they value, are framed by the roof and steps. The roof and steps are symbolic of a temple, parliament, museum, theatre, gallery or a courthouse all of which could be very important in the life of a citizen.

Another school featured debating sessions where pupils argued from different

perspectives. Over the two years of our project we have encouraged the students in all our countries to become aware of their own importance and to develop their links with their wider communities. Developing these links has been very important in making our pupils better citizens. In spite of the diverse nature of our Comenius Partners pupils have learned that the countries value the ideals of citizenship and the rules of democracy.

Our evaluation report indicates that

Citizenship and Democracy were hugely important in this project. It also highlights the fact that awareness of cultural diversity was very, very significant by the end of the project. Moreover, pupil feedback was hugely positive with regard to visiting the parliamentary monuments and engaging with the politicians. We believe that the pupils who participated in this project will reap positive benefits long into the future and to quote President Higgins will, “be endlessly curious”.





The contribution of visual arts to our project





Visual arts offer children the opportunity to develop different forms of expression in order to better



understand themselves and their cultural environments. Of central importance here are the many forms of individual expression and the strengthening of independence and creativity that goes along with them.

Visual arts allow students to use images, experiences and modes of thought from their lives and current circumstances as well as current situations. They portray their homes, their countries and their national identities. For pupils this promotes independence, opens new perspectives and enables an experience of the world that is more open, conscious and nuanced. By concentrating perception and representation, the ability to perceive, to

imagine and to represent are stimulated. Emotional, creative, didactic, cognitive and communicative skills and knowledge can be acquired through task-based, open and guided, process- and project-orientated work.

Based on their experience and their awareness of their own spaces and bodies, children and young people can learn how to shape their environments and to become more sensitive and expressive in their perceptions of reality in two and three dimensions as well as in media and in relation to time. They follow their own designs in planning and carrying out the projects, but also practise solving problems and completing projects as a team and through new media beyond their country's borders. The ability to assess their own work and that of others is taught by observation, comparison, classification, and evaluation, as is the personal evaluation of the artistic works and aesthetic products of daily life along with their relationship to the world in which they live.

The encounter with traditional and contemporary works, from classical to contemporary art, from different periods and cultures conveys different forms of expression and insights into their cultural and individual backgrounds. In this way new perspectives on reality open up, ones that differentiate between the understanding of the world and of oneself.

Since earliest times “landsigns,” geographically prominent points and places of interest, have been important orientation points for explorers and travellers. Some took on great religious or cultural significance. In addition, structures and buildings have been imprinted on universal human memory for thousands of years. “Landmarks and Monuments” are inspirations for artists, musicians, poets and form a basis of identification for cities and regions.



Ultimately, they are part of the national consciousness and mark the place from which we come.

We also cannot underestimate the possibilities that can occur in other areas through engagement with art and the practice of art: stimulus for creative problem-solving, promotion of intercultural understanding and exchange, strengthening of a cohesive community, are evidence of the profound meaning of the visual arts for students and allows an exchange between partner countries

and deepens a new European friendship.

The creative and imaginative encounter with art and the environment on the basis of tolerance and constructive communication is a great step toward education that has as its goal people who are free and capable of interacting within society. In addition, it facilitates all students from all the partner countries regardless of their ages, personal limitations, social status and levels of education to take part in all phases of the project “Landmarks and Monuments”.



Like grains of sand in the lime

“An overview on Landmarks and Monuments”





**Carmine Rizzo
F. Piacentinni**

To provide an overview of such a long journey, that has involved dozens of people toward a common goal, can be really reductive.



Similarly, summing up with numbers the nature of ideas, the quality of energy, the abundance and variety of all the experiences that intertwined in the many tours from one country to another, would be definitely cold. Therefore, we'll try to be able to review an amazing story, in a few steps and avoid the use of statistics, percentages and graphs.

Landmarks and Monuments has been essentially a team's work. It all started with seven coordinators and progressively grew to

200 teachers that officially signed at least one of the many activities featured on the website and, gradually, more than 2000 pupils have joined the activities of this project.

It must be said that the heart of this project was the coordinators' team that was extremely efficient, its members being very careful, hardworking, respecting deadlines, always coming with new ideas and solutions.

This team has been working jointly for more than two years now and the objectives of the project have successfully been achieved. The main tasks have been appropriately distributed among partners. All countries through their many participants experienced diversity and correspondence by comparison with other cultures, developed proper attitude towards other countries, developed their language and ITC skills and a multicultural approach.

Teachers supported their students' participation in the project activities and at the same time enhanced their personal and professional growth. Through online conferences and mobilities a relevant number of students established new relationships, increased their social and cognitive intelligence.

Local Authorities and communities didn't miss the chance to be actively involved and contributed to the organizational and educational activities of this project.

We believe that communication and communicating has been the key of success of the Project. It has been extremely effective and efficient for some reasons in particular: if one scrolls down each coordinator mailbox pages he soon realizes that communication between them, or part of them, never breaks. It is permanently "ON".

Coordinators



worked as if they were living in separate rooms under the same roof, and when you share a house you will always hear your house-mates voices. In this way the Project has always been extraordinarily under control, spontaneously updating and self evaluating. We had a great Gaelic Housekeeper.

The information above is confirmed by the results arising from the intermediate and final self-assessment questionnaires. In fact, in May 2013 and 2014 an online questionnaire was handed out to each coordinator in order to gather opinions on the state of the project after the first year and final considerations on everything at the end of it all.

The questionnaire consisted of 47

Activities and Results; 4) Politics and cooperation with participants beyond the immediate school community; 5) Staff and Students mobilities). As soon as the coordinators completed the questionnaire, they submitted the form back online. Data was collected and processed by the software automatically and produced a previously set online report. The results can be viewed at www.landmarksandmonuments.com.

By comparing the two different reports it came out that, unlike what we expected after two strenuous years, the project has grown both quantitatively and qualitatively. In a nutshell, the final evaluation report states that results are even higher than those detailed in the



questions. In order to make the layout a bit more attractive than a cold list of queries we used a variety of options such as, YES/NO Questions; Radio Buttons, Radio Button Charts; Drag and Drop Ranking; Essay/long answer. It was circulated online through www.surveymoz.com.



The questions were divided into groups (1) inclusion of the project in the general school work plan; 2) participation; 3)

intermediate report.

It is worth focusing on some aspects in particular: participation has been a strong point. We have observed a huge increase in pupils and teachers involvement from the beginning to the end. School performance improved very significantly and learning outcomes were improved across many subject areas.

The inclusion of Politicians and Institutional visits changed for good the perspective of the whole project. We have registered a higher interest in such matters as

democracy, citizenship and Europe. Can we neglect that the project was officially launched by the President of the Republic of Ireland?

As a matter of fact, as we have seen in Barcelona, the formal connections of schools with politics through the project has produced effects on the fortune of some of the activities that initially were conceived in a different way and, at least in two cases, it sensibly changed for better the project scenery.

Concerning activities and products, we have done a lot in the project: Website, Art blog, Calendar, two eTwinning projects, songs, performance of pupils, newsletters, database, pupils' uploads, field trips, exhibitions, a Quiz for citizenship, a poster of the ideal European

citizenship,
conference
between
Ireland,
Portugal and
Hellas.
Banners, Online
Book, Quality
Labels and good
quality
collaborative
works, useful
for ICT,
Language

learning and important for creativity.

At local level each school has made a lot of work that won't be visible on a web site but represented the structure supporting the whole of the project activities.

Mobilities deserve a separate chapter. The number of mobilities was much bigger than initially imagined. One meeting alone had over 90 mobilities and 60 were pupils'. Fifty of them were Italians. The group of Italians also counted 12 Staff members so, 62 mobilities from one single country. Probably, the biggest Comenius delegation ever. Probably one of the

most crowded Comenius meeting ever.

This fact is particularly relevant if we think that Students mobility is a main priority in European integration. Tinja Zerzer, "a member of the Executive Committee of the European Students said that integration is concerned with mutual exchange and understanding. One of its main goals is to improve student mobility." It can only be achieved if student flows are encouraged and balanced between different regions in Europe.

The results arose from our self assessment questionnaire told us that we are going in the right direction. A new culture is growing and the result is there.

Going back to the inclusion of politics

in the project, it is undeniable that, without the support of Local Authorities the Italian partner, probably, would not have been able to achieve 75 mobilities in two years and many other brilliant initiatives

involving both teachers and pupils, in all partner countries, would not have happened. At the same time, if Mayors and other local Authorities hadn't seen those young kids, from Primary and Nursery Schools, talking and singing about Europe Landmarks and Monuments and "wanting to meet the Comenius friends", if they hadn't accompanied them to Town Halls or public events while friends and families smiled of joy, we dare say that, support or



encouragement for more mobilities and other activities would have remained just a valuable purpose and nothing more.

Now the question is: according to the principle of communicating vessels, how much Italian pupils owe to President of Ireland for the chance they had? And how grateful they must be to Brendan for he had that "eu-reka moment" to invite the President. More in general, how grateful to Nikos and his school the Italian janitor Bruno must be when, every single morning, he gently speaks to the Greek Olive Tree, because he wants it to grow high and strong? And how grateful he must be to Carlos Trincão, for he was the one who wanted to mix land and water of all seven European countries?

Who knows? Perhaps it is just part of the process, a virtuous process, and we were simply men and women who loved to be there.

In such a short time and space we tried to highlight those aspects that looked like the most relevant facts about Landmarks and Monuments. However, by doing so, we are

inevitably neglecting all the many small things we have done in more than two years, with pupils, colleagues, foreign friends, all those almost invisible "one word people" or "one page activities" that usually work like grains of sand in the lime. But, as for house lime building, at the end of a given process we will have "concrete", "bricks" and finally a "house", no one will ever mention the many grains of sand, "without whom" the cement is less concrete, it crumbles, the bricks break away and the house tumbles down.

...and when the silence turned finally into words, all the children sang:

"Without you, trips around the world, would not exist at all. Without you the Brandenburg Gate would simply be a door. La Sagrada Familia? An unconvincing Spanish format of a weepy Christmas Soap. Sirtaki? Nothing more than just a lovely soundtrack of an ordinary film, in black and white."



Publishing and collaborating



Carlos Trincão



One of the reasons for the success of our project is, as it has already happened on former projects, the tasks' distribution among the partners according to their skills or motivations. This distribution ensures that there is an added commitment to the project.

On the other hand, by organizing the project with two main developments (the international / collaborative level, with common products and partnership realization, and the local level, letting each partner fly with the creativity of their own wings), we manage to extend the range of activities that are supposed to be done. In fact, the final results surpass our initial objectives.

Having said this, and entering the theme of this chapter, let's assume that when we speak

on publications we do not care if they are paper or digital; we may also surely state that collaboration is the secret ingredient of the partnership.

When we think on our first common product, the calendar, we are speaking of collaboration: at first, at a school dimension; later on, on an international dimension. Schools chose and decided; the publisher linked each and every national contribution. The same applies to the other printed product the international data base. One important difference between both, though: the first one is static, finishing the moment of its edition; the second one is dynamic, an endless process through the progression of the project. No matter if one partner provides more or less data; what really matters is that each partner provided what it could do according to their rhythms and internal decisions. Curiously, this very last document (Reflections...) is something similar to the first one I've mentioned, although there is no pupils involvement as we've decided. The purpose is different.

So, these are examples of indirect collaboration. That is to say, we cooperate according to a pre-defined scenario but each partner is totally responsible for its contributions. Any necessity of adjustment is negotiated through the coordination of the project or the requirements of the publication.

But... we went further on collaboration: when we decided to create online (through Google Drive, for instance) documentation or presentations, we are creating a direct collaborative process.

A template is created and the pupils, directly, work on it, no matter if the contribution comes from one country or another. By doing so, we split the intermediation of a publisher and enhanced the



responsibility of the direct producers or collaborators.

Publishing has, nowadays, a wider meaning. Let's think of our official website or the eTwinning projects attached to the mother-project. When each partner is allowed to upload files and suggest new themes so that an unforeseen product might fit, we are truly speaking of edition and collaboration or collaborative editing. We often forget that websites are collaborative products themselves; we only see them as storage or communication digital devices.

Direct collaboration is also when we put the pupils before online cooperative challenges, as the quizzes or the decision, by international vote, on the rules for the game of Our Heritage. And, once again, the 2.0 web tools are a fantastic way of working and collaborating.

What about newsletters or press releases for our neighborhood school communities? That is publication and dissemination and... collaboration. We do really collaborate with timeless and faceless partners, that is to say, the

individual readers that we never know when they are reading or who is reading. A newsletter, as a newspaper, is an object that is shared by a non-defined number of individuals. We don't even know if, when being read, those materials aren't being used as a pulse for family discussions on the project.

Last, but not the least, as usually said, video conferences (by Skype, as we used) are the perfect example of the most direct collaboration: real time, direct sound and direct image. So... if a two-partner conference is great, there are no words to express the feelings of a multi-partner video conference.

So, apart from the published documentation, paper or digital, the beauty and magic of all this is also what we can imagine about the repercussions of the products or online activities.

And... in a far wider level, we might state that collaborative publishing, or collaboration itself, is definitely an important step on this so very singular path that we are trailing: Europe and European friendship.



The importance of Partnership Meetings





Raquel
Hernandez

There were seven schools in our partnership and each school hosted a partnership meeting. These



four-day meetings followed an agreed template that involved these activities; political elements, school performances, visits to classrooms, teachers'/coordinators' meetings, and visits to landmarks and monuments.

These activities were hugely important for our project and delivered very important outcomes. Let's examine these activities and outcomes.

When we learned that President of Ireland, Michael D Higgins, would launch our project we felt that we should also add a political activity to each meeting. So every meeting included visits to parliamentary monuments.

Over the seven meetings we visited three national parliaments, a regional parliament and five city halls. These visits were very important and subsequently there was an increased focus on democracy and citizenship in our classrooms. Pupils in turn visited city halls, regional and national parliaments and engaged and debated with politicians from local councillors to members of the European Parliament. They learned a great deal about political processes and citizenship. Our final evaluation report indicated that our work on politics and citizenship was deemed to be hugely successful.

For every local meeting there were pupil performances. There were also exhibitions of pupils' work featuring landmarks and monuments. Classes also undertook to study in detail the geography and culture of the visiting partner countries, and created displays in their classrooms. These performances and exhibitions of work had the effect of engaging all the teachers and pupils in the project. Pupils were hugely excited by the prospect of these visits and the opportunity to perform before an "international audience". They proudly conveyed news of the project to their parents and to the wider community. So the meetings were very important in embedding the project in the school, while at the same time engaging the whole school community.

The coordinators' meeting was a critical element of each partnership meeting. It served a number of purposes: it gave teachers from the host school an opportunity to become more actively involved in the project; it reviewed the progress of the project; it allowed for feedback from each partner; it identified potential problems; it enabled partners to adapt and fine-tune the project where necessary; it included



training in areas when necessary; it helped each partner to comply with deadlines; and it enabled each coordinator to detail the others on his/her area of responsibility. In effect the coordinators' meetings ensured that our project kept progressing and did not become stalled or remain static.

For each meeting partners decided to include cultural visits to local and national landmarks and monuments. Indeed, in some cases we visited World Heritage sites. This cultural dimension was also very important, as appreciating and respecting cultural diversity is at the heart of Comenius Programmes. Ecole les Acacias extended this cultural dimension by inviting the *Castellers de Barcelona* and local

excellent way for engaging the wider community with the project. It was also an ideal dissemination activity.

The fact that President Higgins launched our project at our first partnership meeting was very important and gave the project huge momentum. But, indeed, every other partnership meeting added to that momentum and by the time of our last meeting in Bielefeld, where our project was officially included in the 800th birthday celebrations of that city, there were more than 200 teachers and more than 2000 pupils involved. In the course of our partnership there were over 200 mobilities, and at the meeting in Barcelona there were over 90 mobilities! These



community organizations, to their playground on the Saturday afternoon of our visit. Pupils (along with families) returned to school to enjoy these cultural activities, and it was an



partnership meetings were also hugely important in the dissemination process, and were one of the most critical factors in ensuring that we had a most successful project.



ETwinning projects





Nikos Voudrislis

The eTwinning action which was launched in January 2005 by the European Commission under the



European Union's e-Learning programme, has been integrated into Erasmus+, the European programme for education, training, youth and sport since 2014. The action promotes school collaboration in Europe through the use of information and Communication Technologies (ICT) by providing support, tools and services for schools.

The eTwinning action offers the collaborative, platform TwinSpace, to which

the partners have access in an eTwinning project, as do the members that they chose (teachers, students, visitors etc.). Twinspace is a protective platform, in which, students and teachers can share with security the ideas and their work, without external users having access.

For that reason we had planned for an eTwinning Project to organize better our collaborative works of our pupils, to present the results of our activities, by uploading pictures and videos.

During the project we felt that the subject about the Parliamentary Monuments and the Citizenship was so important that it merited a separate eTwinning project. Thus, we created two eTwinning Projects.

The first project is named "Landmarks and Monuments" and the Twinspace (<http://new-twinspace.etwinning.net/web/p69916>) is the work area for our project about Monuments and Landmarks.

On the first page of Twinspace there are activities and a blog which includes news and brief announcements from our coordinators for the course of the projects.

The activities are categorized in three parts: in the first there are categories that give information and activities about the program, the schools that participate, and the songs and the calendar that were created during the project.

In the second part there are two basic categories, Landmarks and Monuments, with subcategories Local, National, International for each one of them. In that way the students' work has been easily sorted, and can be also be located by any visitor.

The third part includes categories about Arts and Crafts, Publication



The third part includes categories about Arts and Crafts, Publication and Dissemination, Partners' Meetings and the cooperative projects between the pupils (International data base, Banners, collaborative presentation, Monuments and ICT etc.).

On the Pupils' Corner, there are letters, that the students wrote to present themselves, so that they could meet and communicate with each other.

In TwinSpace 28 educators of the partner's schools, 28 students or full classes and one visitor are enlisted as members.

The second eTwinning project has the title “Parliamentary Monuments and Citizenship” focusing on democracy and the



citizenship. It's about the parliamentary monuments, the European Union and its function, the worth of its diversity, and generally our actions for the creation of responsible citizens that participate actively in the social and political life of the European Union.

On the TwinSpace (<http://new-twinspace.etwinning.net/web/p93183>) the actions include a category for each country. There, each partner uploads pupils' works. Also, very



important is the category about the year of the European Citizen. In this category the procedure regarding the cooperation of the students, and the exchange of opinion is presented analytically, along with the final result, the poster of the Ideal European Citizen.

Each year, the National Agency awards the National Quality Label to the schools whose projects, in the frame of eTwinning cooperation, are considered to be excellent. The cooperative projects that have reached the highest quality level and meet the criteria that the Central Support Service sets, are awarded the Quality Label. If two schools have taken the Quality Label, then they are awarded the European Quality Label from the Central



Support Service. The eTwinning project “Parliamentary Monuments and Citizenship” has been awarded the European Quality Label, but for the eTwinning project “Landmarks and Monuments” we filed our applications and we await the results.

The eTwinning Projects that we have created, as well as the site of our project (<http://www.landmarksandmonuments.com/>), are the mirrors of our cooperative work for the making of the European culture and the creation of responsive, active European citizens.



**A Landmarkks and Monuments' Comenius Project edition.
July, 2014**