

LIFELONG LEARNING PROGRAMME COMENIUS

Application form 2009 for School Partnerships

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

1. SUBMISSION DATA

1.1 TO BE FILLED BY THE COORDINATOR:

LLP Sub-Programme	Comenius	Action Type	Partnerships
Call	2009		
Working language of the partnership	EN		
Title of the Partnership	THE EUROPEAN FOOD PASSPORT PROJECT		
Acronym (if applicable)			
The application concerns a	<input checked="" type="checkbox"/> Multilateral Partnership <input type="checkbox"/> Bilateral Partnership		

1.2 TO BE FILLED BY EACH APPLICANT INSTITUTION ONLY IN THE COPY IT SUBMITS TO ITS OWN NATIONAL AGENCY:

Name of applicant institution	VÕRU JÄRVE SCHOOL
The applicant institution is	<input type="checkbox"/> The coordinator <input checked="" type="checkbox"/> A partner

5. DESCRIPTION OF PROPOSED PARTNERSHIP

Please note that this section must be completed jointly by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

5.1 SUMMARY

Summary of the planned Partnership. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise and do not exceed 200 words.

This citizenship / health education project will be designed to allow access to all pupils regardless of ability. Although the project will be coordinated in English, to create greater understanding it will be supported in national languages and endorsed by signs and symbols. The European Food Passport Project will look at the production of food and the journey it takes to reach our countries. Our pupils, who all have learning difficulties, will be able to acknowledge the similarity or differences across Europe. The project will be practical, and to allow access for all it will permit students to experience growing foods, the preparation of food, tasting of food and the production of dishes. Through this active learning process, pupils will gain a greater understanding of Fair Trade, the importance of organic farming and healthy eating. During the project pupils will grow their own vegetables in a variety of settings. They will prepare foods and share traditional recipes between partners. The end product of the project will be a cookery book (words and symbols) which will reflect the traditional dishes of each partner country. This will be supported by a DVD and an audio CD to allow access for those pupils with visual impairment. The project will be a journey from the woodlands, fields, mountains and seas of the world, across Europe onto the plates that represent the traditional meals of our countries.

5.2 CONTEXT

What is the general context of **each institution** involved in the proposed Partnership? Is there a specific context as for example: Are the institutions in disadvantaged areas? Do the institutions have pupils, staff or other groups with specific needs, e.g. pupils at risk of social exclusion, pupils with special needs, migrants, and refugees? If so, please explain.

DURHAM TRINITY SCHOOL, DURHAM, U.K

Durham Trinity School is a special school catering for 186 pupils between the ages of two years and nineteen years. Pupils who attend Durham Trinity School all have special educational needs and are statemented. Some children have severe learning difficulties, others have moderate learning difficulties or complex learning difficulties. At school there is a unit for children with profound and multiple learning difficulties, an autistic unit caters for youngsters with Aspergers syndrome. A small percentage of the school population are children with emotional and behavioural difficulties. The children who attend Durham Trinity School come from a variety of backgrounds and live across County Durham, a disadvantaged area due to the high unemployment in the region. 60 per cent of pupils who attend Durham Trinity School are entitled to free school meals. 5 per cent of the school population live in care situations. Pupils at Durham Trinity School come from a variety of socio-economic backgrounds, some being from the travelling community. County Durham is now becoming home to communities of new Europeans, a factor which has influenced some curriculum areas. Although the school is based in an area which displays a diverse ethnic mix, Durham Trinity School presently has one British Asian child, the rest being white British, therefore we must bring different cultures into our school and, as many of our children will not experience the world first hand, we must bring the world to them. Durham Trinity

school was the first winner of the British Council/HSBC Link2Learn Award for special schools and our first Comenius project The Compass Project was voted one of the best in Europe by the EU.

VÕRU JÄRVE SCHOOL, VÕRU, ESTONIA

Võru Järve school is a special school catering for children with special educational needs. Võru is a small town in southern Estonia with few opportunities for young people, many who have left to work in other European countries. It is in a rural setting with a economy based on agriculture and timber. Võru Järve School caters for children with special educational needs who live in Võru. Võru county, Valga and Põlva county. The children who attend school have moderate, severe and complex learning difficulties and are between the ages of 7 to 19 years of age, some are residential. Apart from offering education, the school also offers consultancy, support, rehabilitation and education for families of disabled children, frequently sharing the expertise of specialists from Estonia and from other countries. The expertise of the teaching staff has been acknowledged by their inclusion on a working party at Tartu University, addressing the skills and attributes required to teach children with learning difficulties. Within the community the Head teacher is active in raising the profile of those citizens with special educational needs and ensuring facilities develop to meet their ever changing needs. Her expertise is recognised by the politicians of Võru and Võru County who have included her to work with them to develop an educational structure with matching facilities for children with special educational needs in their area. The curriculum at Võru Järve School is designed to meet the needs of all pupils which will prepare them for life in an ever changing world. The independent/social aspects of the child centred curriculum allows smooth transition to their next phase of education or vocational training. To ensure the young people at the school understand the meaning of being European it is vital we bring Europe to them through the meaningful experience of a European partnership. It is important teachers learn from each other and this is possible within this family of European special educators. Võru Järve School was awarded the European Quality Award for a previous project.

ARANY JANOS ALTALANOS ISKOLA AND GIMNAZIUM, SZAZHALOMBATTA, HUNGARY

Arany Janos Altalanos Iskola and Gimnazium is in Szazhalombatta, a small town 25 kilometres south of Budapest. Within the school which has 783 pupils, there is a Special Education department for 60 children with special educational needs. Attached to the school is the Regional Autistic Centre, a facility for twelve pupils from both the city and the region. Working with educators and schools throughout Europe has enabled our children to understand the meaning of being a European citizen and through this collaborative project we aim to further develop this understanding.

The main area of employment in Szazhalombatta is the power station and power plant which have reduced in size considerably leading to a growth of unemployment. The families of many of our children now rely on social benefits and this, alongside the collapse of the extended family has produced many social problems. Approximately 3% of children in the Special Education department are Roma, bringing with them many social challenges.

The differentiated curriculum followed by pupils in the Special Education department has been developed by the staff to cater for the needs of all children and a system of quality assurance management ensures learning outcomes are high. The system of quality assurance management (QAM), developed in the department is shared with many schools in Hungary and in Europe. International experience has not only allowed us to improve our knowledge it has allowed us to develop our curriculum and teaching methods. More importantly being part of a school partnership has allowed our children to work with pupils in different countries thus become part of a family of schools with special educational needs. In 2006 we were awarded the European Quality Award for the Compass Project.

Riga Special Primary Boarding School No.1, Riga, Latvia established in 1923, caters for 160 pupils with learning difficulties between the ages of 7 to 21. The pupils who attend the school all have special educational needs – mostly with mild, moderate and some pupils with severe learning difficulties. A number of children are with behavioural difficulties. When behaviour difficulties do arise, they are dealt with on an individual basis.

The school is located in the centre of Riga. The children who attend Riga 1. speciala internatpamatskola come from a variety of backgrounds and live in city Riga and the surrounding region. There is high unemployment in the region of Riga. 100 per cent of pupils who attend Riga 1. speciala internatpamatskola are entitled to free school meals. 15 per cent of the school

population live in care situations.

International experience has not only allowed us to improve our knowledge it has allowed us to develop our curriculum and teaching methods. More importantly being part of a school partnership has allowed our children to cooperate with pupils in different European countries.

Szkoła Podstawowa z Oddziałami Integracyjnymi im. Janusza Korczaka nr 1 w Rybniku, RYBNIK, POLAND

Our school is the first integrated school in Rybnik and caters for children with learning difficulties and those without any special educational needs. A support teacher is attached to each class with the responsibility for differentiated learning. The school benefits from a psychologist, speech therapist and specially trained SEN staff. We have been recognised as a healthy school since 2004 by a nationally accreditation scheme (Szkoła Z Klasa).

The school, based in the centre of Rybnik caters for children from a variety of socio economic backgrounds. Rybnik is in Silesia and at the centre of a declining mining community. Many residents have left the area to seek employment in other European countries which has had a large impact on the working population.

APPACDM – Associação Portuguesa de Pais e Amigos do Cidadão Deficiente Mental, Viana do Castelo, Portugal

APPACDM is a Portuguese association founded 38 years ago by parents and friends situated all over the Minho region (Viana do Castelo district). It caters for about 700 pupils in five different types of centre: 1 Kindergarten, 4 Occupational Activity Centres, 3 Training Centres, 3 Educational Centres and 1 Sheltered Employment Centre. APPACDM was constituted as a Resource Centre to support mainstream education as a result of the new educational changes recently adopted by the government. This district is in a very poor region of Portugal with a very high level of people with learning difficulties. We are also experiencing inward migration which also presents certain challenges to our community. Within Viana there are a number of gipsy communities. Many members of these communities live in the care of the local authority. This project will work with students who attend the APPACDM's Educational and Training Centre in Areosa. There are 56 students aged 15+ with special needs (moderate and severe learning difficulties, with challenging behaviour and with some physical disabilities). The young people come mostly from very low social economic backgrounds. Their families/carers have traditionally worked in the construction industry or are members of a large community of the long term unemployed. A number of our pupils are looked after children; living in either care or with foster families.

SCOALA SPECIALA-CENTRU DE RESURSE SI DOCUMENTARE PRIVIND EDUCATIA INCLUZIVA/INTEGRATA, CLUJ-NAPOCA, ROMANIA

The Special School- Centre of Resources and Documentation on Inclusive Education, Cluj-Napoca was established in 1993 as a special school for children with special educational needs. The school caters for 231 children with learning difficulties, some having moderate, severe or complex special educational needs. A special department caters for pupils with motor disorders. 45% of the student population are Roma (102 students) and 2% (4 students are Hungarian ethnic). 80% of our students come from socially and economically disadvantaged families and rely on a small amount of state benefits for their income. We also have 43 pupils who live in the rural area who live in residential accommodation near to school. All students receive free meals at the school's cafeteria, school also supports some students with stationery and clothing and toys. Some families receive food from the NGO. We provide social assistance, counselling, speech therapy, kineto-therapy and the school is endowed with science lab, multi-media lab, gym, music room, art room, pottery workshop. Children from the Roma district as well as students with motor disorders are transported to and from school by school transport. Out reach teachers work along side the Roma community to ensure their rich culture is valued and that they are aware of their entitlements, such as education and social benefits'.

**Ozel Edirne Yagmur Cocuklar Ozel Egitim ve Rehabilitasyon Merkezi
Edirne Yagmur Cocuklar Special Education and Rehabilitation Center, EDIRNE,
TURKEY**

Edirne Yagmur Cocuklar Special Education and Rehabilitation Centre is a new special education

centre catering for children from 0-18 years of age. All of the children who attend the centre have special educational needs, some being Autistic others with more complex learning difficulties. The pupils who attend the centre live in Edirne and the surrounding areas.

Edirne is a border town, sharing frontiers with Greece and Bulgaria thus making it a town of a variety of cultures. The children who attend the centre come from a variety of socio economic backgrounds, some families being illiterate and extremely poor.

The aim of the school is early diagnosis and intervention which allows the child access to a curriculum which is structured to encourage each child to reach their potential and thus develop the skills required to become an active member of an ever changing society. The main aim of this differentiated approach is to promote confidence, high self esteem and communication skills thus preparing each pupil for life after school. Edirne Yagmur Cocuklar Centre is committed to European and global education which it sees as a vital dimension in the preparation of its students in the 21st century. Participation in international projects offers opportunities for both staff and pupils to gain an insight into different countries, their people and their organisations, learn from other cultures and to learn more about themselves and their own lives through the reflective prism of co-operation. A European Project will allow staff to share expertise and experiences thus learn from each other. It will allow our children to work collaboratively with children from other countries and become members of a strong family of special education. Hopefully such a project will raise the profile of those citizens with special needs and allow greater social inclusion across Europe.

BEAUMONT HILL SCHOOL, DARLINGTON, U.K

Beaumont Hill School is a special school catering for 225 pupils between the ages of two years and nineteen years. Pupils who attend Beaumont Hill School all have special educational needs and have statements of educational need. The children in the school have a range of need including severe learning difficulties, social and emotional behavioural difficulties, autism, and high level complex sensory and physical difficulties.

The children who attend Beaumont Hill School come from a variety of backgrounds and mainly live in Darlington although there is a small number from neighbouring County Durham. Approximately 50 per cent of pupils who attend Beaumont Hill School are entitled to free school meals. 5.9% of pupils are in the Looked After (Care) system.

Pupils at Beaumont Hill School come from a variety of socio-economic backgrounds. The school is based in an area which has an increasing diverse ethnic mix. Beaumont Hill School presently has 13 children of ethnic heritage (6.5%), the rest being white British. It is therefore necessary for us as a school community to ensure we bring as many different cultural experiences as possible into our school and, as many of our children will not experience the world first hand, we must bring the world to them.
