

Final report of Socrates Comenius project for the period 2003/2004

Members of the project - Germany – Dusseldorf

- Denmark – Copenhagen

- England – Liverpool

- Czech Republic – Most

The aim of the project was to convergence partners of the project due to the fact that the issue of engaged schools' commission in each country is very similar – the issue of education of children with special needs.

We have chosen, because of the above mentioned, very advisable and acceptable issue for this group of children, that means that children had to communicate between each other via pictures, collages and art work in general. By these pictures they had to become acquainted each other, to get to know not only each other but also interesting and unique things of each country and place they live in. They had to express to others their dreams, experiences from past and plans for the future. Children have been offered above-standard by the means of the project they do not meet during common teaching in their schools.

The project has an important role even for the teachers from our school. They are motivated to study languages, they are aware of the importance of international communication especially now, in the period of entering European Union. They gain important knowledge from other educational systems, because they apprehend that these systems will inosculate in very close future, either because of wiping off borders between states of EU or because of migration of inhabitants from Eastern part of Europe and Balkan. Migration of inhabitants has taken place so far in the states of our partners and we can assume it will take place in our country as well very soon. Knowledge of this process is the most important fact and the most important acquisition of project for teachers of our school. By the means of communication between partners – teachers from schools mentioned above - we have gained very important knowledge and enlightenment connected with these problems.

Our schools – schools for pupils with special needs – are engaged with the group of children which is very bold and at the same time very threatened. This group of pupils is often neglected which bears the results in the form of behavior disabilities and lowering of education level in this group. Teachers of our school have within the frame of the project accurately studied the system of integration of pupils with special educational needs in each partner country and practice accompanying this integration, including apprehension of the role of special schools in above mentioned systems. We have focused on assignment of nowadays state of integration policy and its practical fulfillment in our partner countries, considering the existence and function of special schools in union with this integration of pupils with special educational needs. This knowledge presents the frame of the project in our school and were integral part of concrete work of each pupil, not only in their art work, but also in their complete education at school which have been motivated by the project.

The acquisition brought by the project, besides the thought-affluence, has been herewith material equipment raised by school due to the project, especially digital camera and art material for pupils. The necessity has been the financial support of the project for another material, which has been basic need for realisation of the project. This material has been also the basic demand for administration of the project. By this material we mean not only clerical paper, toner for copier (amortization – depreciations of copier have been covered from the expenses for school operation), phone fees, but also cardboard and ceramics workshop.

Grand acquisition for the project were visits between the partners. Very important meeting took place in Dusseldorf since 3. – 8. November 2003. This visit was for our team already second visit in Dusseldorf, because we have been there already on our preparatory visit which we could not have in Rome with the others due to insufficiently flexible communication.

Repeated visit of Jan-Daniel-Georgens-Schule in Dusseldorf brought us greater understanding of school's issue, we became better acquainted with staff of the school, we got to know mentality of pupils better. The contact and leading of all partner meeting from the side of Maike and her colleagues and

also headmaster of the school Rainer Vormbrock have been very pleasant for us. We got to know the city, its culture environment, nature and industrial environment.

During the second visit of Dusseldorf we have first met our other partners, with Lars, Charlotte, Phil and Eve. We have together planned our future continuing project – art topics we will have been doing with our pupils in future, also technology we will use. We evaluated work that had been done (part of application form for prolonging the project), we visited classes and teaching hours and discussed the problems of the project.

SI have felt already here disharmony in our opinions, in points of view between the partners about the priorities of the project. I and my colleagues agree that the priority of the project is work and participation of children in the project – that means not only children art work and their exchange between partner states, but also stay of children in partner schools. (Example is the successful visit of colleagues – class of pupils, two teachers and headmaster JDG Schule from Dusseldorf in May 2003 in our school in the preparatory year of the project). My impression from the meeting in Dusseldorf was that priority of other partners except partners from England is work with PC. Team from our school considers the work and use of PC and other technical matters as essentially urgent and commonplace. But we absolutely do not consider getting acquainted with software and use of PC as the hinge of our personal meetings.

An important part of our meeting in Dusseldorf has been the creation of personal relations between partners which brings international understanding, tolerance and comprehension even in the moment of different opinions. There is always an assumption and hope for possibility of bringing the different opinions together and deepening understanding.

From the global point of view we can say that attitudes of schools towards children with special educational needs are very similar in partners' countries, that there is always an effort to make children feel safe and enjoy themselves. There is always the priority to insure for children the best conditions for development. It is very important to sense the diversity of pupils' nature and the level of skills as the advantage and strengthening moment during education of children.

We have been inspired by our partners in the field of possible technical background of school, possibilities of personal occupation of school and of different variations in organising the education. We agreed on the point how important is relationship between school and parents and how important is to enrich and further develop these relations.

The most precious experience of our team from the meeting was that the core of all being and happening is humanity, respect of national differences and appreciation of quality living of every day life.

Following action in the year 2003-2004 within the frame of Socrates-Comenius project was the visit of Greek colleagues in Most, who have entered the project later. The visit has taken the place in the week from 12.-15.1.2004. The web sites of our school inform about this meeting including the fotodocumentation (www.volny.cz/zsdysmost). The visit has been very pleasant meeting and according to the words of Greek friends very enriching and inspiring experience. The Greek friends shared the great impress our school and our work has made on them (you can find it in copies of articles).

There has been the communication between partners through weekend emails. The regularity of these emails has been influenced by working time of the partners and also from our side by not very good ability to communicate in English language. In spite of that, and we can even say because of that, the project has been very important and highly motivating for us.

But it is the truth that our opinions were becoming more and more different in May, more than our team can accept, and therefore I have decided to step back from the project. In this connection we can ask here why has the colleague from Liverpool stepped back from the project as well?

The meeting in Preveza, which will be participated by partners from Denmark, Greece, Germany and Czech Republic, will evaluate the activities of the project and their consequence.

I can say on the behalf of our team that even though our project has been shortened from various reasons, it had meant for us two and half years of very intensive work and also great contribution for our pupils and had enriched us from the professional and human point of view. It has become an inspiration not only for our pupils who liked to work in ceramics workshops but it had also motivated them for deeper studies of studying material, especially geography, history and German. The parents of pupils have been informed about the project regularly and also for them the project had great effect because it has been the source of information for them about possibilities of communication between nations and from our Czech point of view it has been a great inspiration during the time of entering the EU. All participants of the project, pupils, teachers and parents are aware of the role of communication and development of

information technology for the understanding between nations.

I would like to say at the end that also the way of handling consequences of our different opinions about priorities and development of project, can be also importantly enriching result of the project.

We have to know how to live beside each other, how to cooperate, respect and communicate between each other in spite of the difference of our opinions and natures!

I would like to thank all the partners for their work and effort and to share with them my belief that nothing was in vain!!

Written by:
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