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docente per garantire il successo scolastico"  
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# RESEARCH REPORT ON SUCCESSFUL CASES

Written by:



SCIENTER

et



*With the help of :*

Collège National Vocational "Nicolae Titulescu" (RO), DEIS (IE), I.T.I.S.  
Amedeo Di Savoia Duca D'Aosta (IT), IRRE Toscana (IT), L.T. "Neagoe  
Basarab"(RO), Learning Community Srl (IT), Professional School Of Fashion  
Design (BG), S.G. "Ioan C. Stefănescu"(RO), SIREAS (BE), Universidad De  
Barcelona-Dep. De Didactica i Organització Educativa (ES), Università Roma  
Tre (IT), Valetio High School (GR)



Istruzione e cultura

## Leonardo da Vinci

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## 1. THE SUCCESSFUL CASES OF TEACHERS' TRAINING

The partnership identified and scheduled 25 successful cases of teachers training.  
The list of the cases is the following; the description of each case is attached to the report and on the site DI.SCOL.A [www.discola.net](http://www.discola.net)

### ITALY

<b>ATLAS</b> (Scienter)
<b>Management training for the teachers</b> (Univ Studi Roma Tre)
<b>E-MUSICNET</b> (Univ Studi Roma Tre)
<b>ETTCAMPUS</b> (Scienter)
<b>FORTIC</b> (Univ Studi Roma Tre - Italia)
<b>Pedagogical ITC license</b> (Scienter)
<b>Didactic of Italian L2</b> (IRRE Toscana)
<b>Life Styles – the school promoting health</b> (IRRE Toscana)
<b>Trainer of the trainers</b> (ISPEF)
<b>“DOING SCHOOL” – “PROVINCE LABORATORY” FOR THE IMPROVEMENT OF THE QUALITY OF THE TEACHERS’ PROFICIENCY</b> (ISPEF)
<b>FORMATION DES EINSEGNANTS A LA FACILITATION DU PROCESSUS</b> (MIUR Expert)

### BELGIUM

<b>Stage pluridisciplinaire d’éducation physique scolaire</b> (SIREAS Belgium)
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### BULGARY

<b>OPEN DOOR DEMONSTRATIONAL LESSON</b> (Professional School of fashion design – Bulgaria)
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### GREECE

<b>ART DIDACTICS</b> (Valetio High School los Cicladi Greece)
<b>TEACHERS’ TRAINING USING THE TIC</b> (Valetio High School los Cicladi Greece)



**ROMANIA**

***DIDACTIQUE DE MATHEMATIQUE ET SCIENCES***

(Lycee theoretique "Neagoe Basarab - Romania)

***INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA ET CALARASI DISTRICTS***

(School nr. 1 - Romania)

***PROGRAMME OF CURRICULUM RATIFICATION***

(The Theoretical High School "Neagoe Basarab" – Romania)

***MANAGEMENT POUR EDUCATION***

(Groupe Scolaire "Nicolae Balacescu" - Romania)

***LE DROIT DE L'HOMME***

(L'Ecole 2, Otenita - Romania)

***TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION DANS LE PROCESSUS D'APPRENTISSAGE***

(Le Group Scolaire "Ioan C. Stefanescu Iasi - Romania)

***FORMATION CONTINUE DES EINSEGNANTS DE LANGUE ET DE LITTERATURE ROMAINE***

(Le Group Scolaire "Ioan C. Stefanescu Iasi - Romania)

***COOPERATIVE PROJECT***

("N. Titulescu" College – Romania)

**SPAIN**

***SECONDARY TEACHER / IN-SERVICE SECUNDARY TEACHER / TRAINING AND PROFESSIONAL IN TRAINING 2004-2005***

(Education Sciences Institution ICE – Spain)



## 2. RESULTS OF THE RESEARCH: FIRST GUIDELINES FOR THE DEFINITION OF THE DYNAMIC MODELS OF TRAINING OF THE TEACHERS' PROFICIENCY

### THE ANALYSIS OF THE CASES

The successful cases that were gathered cover a period from 1999 to 2006. The training courses use different methodologies, but most of them foresee the adoption of model of blended learning meant in its forming components on the net/online and frontal meeting moment. For the majority of the foreseen courses, adjustments, changes and personalization (during the work or in the following editions) have been carried out to realize more coherent activities with the reference contexts and fulfilling *personalizzati* needs. The use of the new technologies of the training and information in synchron or asynchron modality is a common component to all the training courses identified by the research. In particular the technologies are the instrument to distribute contents and the evaluation tests, to allow the communication amongst the participants, between the participants and the staff, and reach the resources (especially prepared and created by the collaborative learning by the people who attended the course). The role of the tutor and of the supporting figures is a key role in all the courses and it works in the different functions to manage the information and the activities, it makes the learning easy, it encourages the group, it solves the problems and it is a technical support.

As already said in chapter 3, the leading committee defined the fundamental aspects with which it is possible to read and analyze the different successful cases that were identified. These aspects lead the analysis of the successful cases of teachers' training.

- 1) System logic
- 2) Collaborative and cooperative learning
- 3) Evaluation
- 4) Significance and importance
- 5) Produced innovation
- 6) Notes and interesting elements

The following table shows, with reference to every single case, how the different aspects are present in the cases through the description of the experience/course carried out on the base of the description grid.



From the analysis of the different successful cases the following information emerges:

➤ **System logic**

All the selected cases respect this kind of logic which foreseen interventions at a European or national or regional dimension with strong impact and relapse on the school system.

The majority of the experiences are promoted or carried out in the area of European, national and regional and involve important subjects in the education sector like Ministers, School managements, research institutes, accredited institutions for the teachers' training, School inspectors...

Sometimes it was about experiences that foreseen also huge investments and a high number of participants. In other realities it was about an important *pilot* experience for the produced innovation and to validate training models which could be repeated on a large scale in the education system.

➤ **Collaborative and cooperative learning**

The methodology present in almost all the cases is the participating one in which the training leads to a professional growth built together with all the participants, overcoming that individual dimension which characterized the professional up-date for years. In some cases a research action developed or we turned to *blended* modalities that mean they are made up of a part of training in presence of participating kind and of a part online but always with a collaborative component.

More and more the paradigm moves from a model of pure teaching to a model of active learning (based on the social *constructivism*), in which the teachers are required to share their competences and experiences and to learn together with their colleagues. The technologies of the information and communication played and are playing out a fundamental role supporting the collaborative learning the setting up of real communities of professional practices which have wider and wider boundaries and use communication and sharing dynamics that are typical of the net.

➤ **Evaluation**

In several cases there is an evaluation both of the outgoing results and of the training process and these grants a planning dynamism and a necessary feedback to adapt the suggested actions in the best way.

As a matter of fact, about all the experiences, except for two of them, foresee the evaluation of the training activity in the sense of a training evaluation and continuous improvement of the quality of the offer. In other cases a certification of the acquired experience has been supplied to the evaluation activities use different methods and instruments as: trace of the path, survey, objective tests, auto evaluation tests, interviews, focus group, questionnaires and grids, simulations, creation of a portfolio, work on a project and implementation of products.

➤ **Concrete results**

The involved users vary in every experience up to reaching very high amounts (for example 20.000 teachers). The development of the competences which support the didactics and the management of the training interventions is a common transverse aim. The development of



capacities to work on the net at a collaborative level and the creation and sharing of new knowledge and new products is another achieved aim in the majority of the experiences

Almost in all the cases the concreteness of the achieved training results was highlighted, it wasn't based much on the personal opinion but on the change in performing the teaching activity. The relapses on the whole organization of the didactic activity at a level of class/interclass and at a level of institution were several and different.

➤ **Significance and importance**

Almost all the selected cases had a positive relapse on the activity of the involved schools, often contributing in renewing the training processes, the evaluation and organization actions and the models to approach, reading and interpreting reality. In some cases they stimulated the creation of nets and *partnerships*.

➤ **Produced innovation**

In a lot of cases the suggested training is innovative both for the methodology and the contents. The produced innovation concerns the conscious use of the instruments of collaborative learning (as blog and wiki), the undertaking of an active role by the trained teachers in their own learning course and the presence in the different experiences of a project partnership formed by characters of different nature and therefore carrying values and different know-how.

Furthermore the cases enabled to promote knowledge and a new idea of growth. The big space for the group work could be considered innovative, which involved the teachers making them protagonist of their own learning course. A strong innovative element of a case consists in introducing into the teachers' proficiency the component of process facilitation and of planning, which is theoretically heritage of the profession but which is practically highlighted with difficulty.

Furthermore, an important aspect which is present in many cases is the possibility to transfer them easily into other European realities and *scalabilità* of the experience.



## 1. SYSTEM LOGIC

<p><b>ATLAS</b> (Scienter)</p>	<p>Atlas is a demonstration project within the @lis program. The initial participating groups under the leadership of Fundacio Aplicacio (Spain), Fundación Evolución (Argentina) were: iEARN-Pangea (España), Escola Cristiana de Catalunya (España), Instituto de Inovação Educacional (Portugal), Universitario Autónomo del Sur (Uruguay), Fundación HOY en la Educación (Ecuador), Enlaces (Chile), Red Escolar (México), iEARN Orillas (Puerto Rico and USA).</p> <p>The Institutions which have adhered to the Programme as Collaborative Entities in the diffusion and implementation phase of the ATLAS Project are: UNESCO (Infojuve: information network for youth); Programa d'educació en valors de l'Institut de ciències de l'educació (Barcelona's University); Wordlinks (AL); Instituto de Informática Educativa (Frontera's University -Chile); Fundación Chile; the Education Ministry and the EAFIT University (Colombia); The Education Ministry of Paraguay; (ILCE) Instituto Latinoamericano de la Comunicación Educativa (Mexico), Orillas (Puerto Rico), Educ.ar- Education Ministry, Nacional Technology and Sciences Department (Argentina), OEI (Organización de Estados Iberoamericanos); the Rovirolta Foundation and the Banc de Sabadell Foundation, the Solidaritat Foundation from the University of Barcelona (Catalonia, Spain), the Caixa Manresa Foundation (Catalonia, Spain).</p>
<p><b>MANAGEMENT TRAINING FOR TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>Training activity on a national area performed by an international association of teachers and school principals. The courses were organized by Dirscuola, training institution of the ANP, Association of the Principals and of the most important school <i>proficiencias</i>, in collaboration with Italiascuola, private business of training and consultancy, which supplied the organization and technological support. Dr. Grazia Fassorra was responsible for the project, as responsible of the area training and studies of the ANP.</p>
<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>Opeartive National Program "The school for the development" Measure 1 Action 1.4</p> <p>Development of multifunctional service centres for the support to autonomy, the diffusion of technologies, the creation of MIUR nets and Istituto Tecnico Industriale Statale "Sen. O. Jannuzzi" Andria (BA).</p> <p>The accomplishment of the project of the net of electronic music was financially supported by the European funds with structural aim, funds FESR and FSE. The funds FESR measures " and 4.1 (structural rearrangement) supported the financing of the technical</p>





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	<p>section, the measure 3.2 (actions to fight off the school dispersion) the training activity addressed to the students and and aimed to the effective use of the laboratories.</p>
<p><b>ETT CAMPUS</b> (Scienter)</p>	<p>EC founded initiative (e-learning programme). The actors involved in eTTCampus are universities, research centres, public bodies active in the TTnet network and ETnet project. The TTnet network (Training of Trainers Network for eLearning) was set up in 1998 as a forum where players and decisionmakers from the various national training systems can focus on the theme of the professionalisation of teachers and trainers. TTnet is a network of national networks operating on two levels:</p> <ul style="list-style-type: none"> <li>(a) the national level: the national networks bring together the key players in the field of the training of trainers . Each national network is a forum for conducting dialogue, formulating the key themes in the training of trainers, and observing innovative training of trainers experiences related to eLearning</li> <li>(b) the Community level: Cedefop's role is to guide and coordinate the multinational aspect of the network. It develops the network's Community added value through a number of specific activities, such as research into common themes, production of specific publications (dossiers, articles, etc.); help in defining the scope of Community action in the field of the training of trainers; promotion of the network externally through the TTnet site in Cedefop's Electronic Training Village (<a href="http://www2.trainingvillage.gr/etv/ttnet/index.asp">http://www2.trainingvillage.gr/etv/ttnet/index.asp</a>)</li> </ul>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The training program organized by MIUR on the base of the CM no. 55 dated 21th May 2002 involved INDIRE, Istituto Nazionale per l'Innovazione e la Ricerca Innovativa, that prepared the didactic materials, INVALSI Istituto Nazionale per la Valutazione del Sistema di Istruzione, that performed the monitoring activity through the on-line platform and thousands of school institutes that were seat of the courses.</p>
<p><b>PEDAGOGICAL LICENCE</b> ITC (Scienter)</p>	<p>Danish Education Ministry The initiative began in 2002 and it is still running.</p>
<p><b>DIDACTIC OF ITALIAN L2</b> (IRRE Toscana)</p>	<p>Training initiative at a regional level. Promoting and performing institution: IRRE Toscana (Istituto Regionale di Ricerca Educativa). Planning carried out by: Researchers IRRE Toscana. Distribution:</p>



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	researchers and administrative personnel IRRE Toscana, teachers of every kind and degree in Tuscany and teachers of the permanent territorial centres; teachers and researchers of some Italian universities.
<b>LIFE STYLES: THE SCHOOL PROMOTING HEALTH</b> (IRRE Toscana)	Regional project. Regione Toscana, General Management for the right to Health and of Solidarity Policies (Institution promoting the project); IRRE Toscana (institution which managed and coordinated the project); University of Siena; USL firms in Tuscany, Regional School Management (Coordinator of the project).
<b>TEACHERS' TRAINING TO USE "TICS"</b> (Valetio High School Ios Cicladi, Greece)	National Program financed by the EC (European Community) <ul style="list-style-type: none"> <li>- Hellenic Education Ministry (planning and organization)</li> <li>- Sector of learning and training for adults (technical and scientific support)</li> <li>- Academic and research CTI (implementation of the project in 26 prefectures)</li> <li>- Office of the IT Society (supervision)</li> </ul>
<b>TRAINING OF THE TRAINERS</b> (ISPEF)	The institution that planned and directed the initiative is ISPEF – Istituto di Scienze Pedagogiche dell'Educazione e della Formazione. Training Institution credited by MIUR for the school personnel training (D.M. 177/2000). The Experience involved School Principals and Teachers of every kind of school (from the nursery school to the secondary school).
<b>"DOING SCHOOL" "PROVINCE LABORATORY TO IMPROVE THE QUALITY OF THE TEACHERS' PROFICIENCY</b> (ISPEF)	Provincial project in which more than 48 schools of every kind were involved in the training of the working teachers. The institution which planned and managed the initiative is ISPEF, Istituto di Scienze Psicologiche dell'Educazione e della Formazione in Rome in collaboration with the Study Office of the CSA in Caserta. The planning and distribution phase involved: one responsible for the project: ISPEF President, 5 experts: university teachers and school inspectors expert in <i>Teaching</i> and System quality; 20 GDL coordinators, 4 directors of the course (school principals) of the 4 territorial groups Caserta, Aversa, Capua, Piedimonte; 3 components of the technical-organizational secretariate, 7 CSA officials in Caserta.
<b>TEACHERS TRAINING</b>	National in service training programme for teachers of secondary



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<p><b>ON THE PROCESS MANAGEMENT</b> (MIUR expert)</p>	<p>school. The promoting institution is MIUR (Italian Ministry of Education, University and Research), in collaboration with IRREs (Regional Institutes for Educational Research) of 18 Italian regions, with INDIRE (National Institute of Documentation for Innovation and Educational Research) and with regional USRs (Regional Scholastic Offices). The project has been worked out by the 6<sup>th</sup> Office of the General Direction of Scholastic Affairs of MIUR. 58 teachers employed at IRREs (with an average of 3 for each IRRE) have been involved. This action is included into the RISORSE (Research and Innovation to Sustain the Reform of the Educative System) ministerial project. During the scholastic year 2005-06, after two years of research-action at the level of primary and first degree secondary school and considered the totally unsatisfying results of the international results OECD-PISA, the project focused on the second degree secondary teaching, in order to improve the science learning in the first two years of this level.</p>
<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>National context (French Community in Belgium), limited to the network of catholic schools (about half scholastic system). The CUFoCEP (University Centre for Continuous Formation in Physical Education, which belongs to the EDPM (Education by Movement) unity of Physical Education and Rehabilitation Institute of the Catholic University of Louvain. CUFoCEP (scientific and practical organization) + 72 trainers (60 from Belgium and 12 from abroad, mainly from France).</p>
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fashion Design - Bulgaria)</p>	<p>Usually the promoter of these initiatives (which are very regular in Bulgarian schools) is an inspector from Regional Inspectorate or Headmaster of a school. This kind of initiatives are planned every school year. Sometimes the "Open – door" lesson can be offered by a teacher, who wants to share his modern ideas and experience. Typology of the initiative is to carry out a demonstrative lesson with the presence not only of the students and a teacher, but also other participants – other teachers, headmasters, inspectors from Regional Inspectorate (a Control body of Bulgarian Ministry of Education, which controls the quality of teacher's work. Every school subject has its own inspector, who is usually ex-teacher with high qualification.).</p>
<p><b>ART DIDACTICS</b> (“Valetio” High School Ios Cycladi Grecia)</p>	<p>National programme - Hellenic Ministry of Education.</p>
<p><b>SECONDARY TEACHER / IN-SERVICE</b></p>	<p>The Frame Plan action of the Educational Department of the government of Cataluña. Sections: Infant, primary and secondary</p>



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<p><b>SECONDARY TEACHER /TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)</p>	<p>teacher training, Professional training, Professional innovation and research. Training activities are promoted by a group of institutions which had carried out agreements to stimulate better quality and biggest coverage. Institutions involved:• Government of Cataluña – Educational Department• Barcelona Virtual University • Education Sciences Institution (ICE) . Teacher trainers involved in training activities belongs to: 1. Barcelona University Didactic and Educational Department. Department of Theory and History in Education. Literature and Language Department. Research methods and Diagnosis in Education Department. Didactic in Social Sciences Department. Economy Policy and Public Funds Department. Linguistic Department. 2. Educational Department of the Government of Cataluña Competent professionals belonging to the department training sections. (21 Resource Centers of Training Programmes). 3 Teachers from the Research Consulting Service (SAR) 4Teachers, fellowship holders, and other personnel that have worked in the researches 5. Other staff: linked to * the Telematic forum, * Time of Education magazine 6. Administrative personnel: throughout 2004-2005 7. Informatic support personnel Personnel Category: Professors, Lectures, Technical experts, Consultory Services. The promoter institutions are of public nature</p>
<p><b>DIDACTIC OF MATHEMATICS AND SCIENCE</b> (Lycée Theoretique "Neagoe Basarab"- Romania)</p>	<p>National programme. Actors involved : the Centre "Educația 2000+", the General Direction for the Continous Training. Training of the didactic personnel in the per-University education. Summer school – Sinaia 2002.</p>
<p><b>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS</b> (School Nr. 1 Romania)</p>	<p>Regional initiative. The foundation "Romanian Children's Appeal", School INSPECTORAT of Calarasi district , The district center of psihopedagogical assistance</p>
<p><b>PROGRAMME OF CURRICULUM RATIFICATION</b> (The Theoretical High School "Neagoe Basarab – Romania)</p>	<p>National programme. The Ministry of National Education, the National Council for curriculum, the General Department for human resources, the national council for teacher.</p>
<p><b>EDUCATION MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" –</p>	<p>National programme. Alumni Academic Foundation, "Mircea Cel Batran" National College, Regional Centre for Professionale Development, Resources and Innovation in Teaching.</p>



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Romania)	
<b>HUMAN RIGHTS</b> (L'Ecole 2, Oltenița, Romania)	Departmental programme. UNHCR (United Nations High Commissariat for Refugees), Ministry of Education and Research, Departmental Scholastic Inspectorate.
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LEARNING PROCESS</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)	Courses organized by the Ministry of Education. Main office for didactics associated to Scholastic Inspectorate of Iasi; the Ministry of Education and Research. Centres of Adult Education. The project has been promoted by the representatives of Scholastic Inspectorate of Iasi, of School and the responsible for the course committee of the school. The National Education contributes to this governmental project about an information society for everyone who needs an ambitious educative effort.
<b>TRAINING IN SERVICE FOR TEACHERS OF RUMANIAN LANGUAGE AND LITERATURE</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)	Courses organized by the main office for didactics – Iasi. The scholastic group "Ioan C. Stefanescu" Iasi; main office for didactics associated to Scholastic Inspectorate of Iasi; teachers of Rumanian literature of our school. The project has been promoted by the representative of the school and the responsible of the course committee of the school. The teachers of classes with industrial profile, have been attended a course for improving the scholastic results of students in Rumanian Language and Literature.
<b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)	"LEONARDO DA VINCI " programme initiated by ITALY . SCHOOL PROJECT

## 2. COLLABORATIVE AND COOPERATIVE LEARNING

<b>ATLAS</b> (Scienter)	From the beginning, the ATLAS Project has established and experimented with success an innovative and pedagogical model in Europe and Latin America enabling teachers, pupils, and other members of the community such as parents, relatives, neighbours, "members" to train, exchange and communicate by means of useful methodologies of teaching and learning. In particular as far as the teacher training is concerned, we have developed an action courses, emphasizing motivation and community building among participants: we succeed in helping every participant to make
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	<p>his/her previous knowledge visible for others to empower. Since the preparation to collaborative work is built daily, we suggest that also the work in class should be of the same kind. The surrounding environment is the engine for learning. The ATLAS project is based on the assumption that the surrounding reality, the environment and people promote a valuable learning. The point is to give value back to true things, in a process of reflexive introspection which let us to see good and bad characteristics of the place where we live, evaluate or criticize it, according to the society we live in. Observation, research, data collection, reflection and analysis are the suggested tasks to study the surrounding environment and make own products to be made known to the Global Community. Notwithstanding this, the preparation, presentation and publication of own contents is not the only element to be taken into account in the project "Mi Lugar: Atlas de la Diversidad Cultural". The direct communication with others will let us to know different cultures, to become aware of what make our culture different and what we have in common with other communities.</p>
<p><b>MANAGER TRAINING FOR TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>The courses development went on with blended modality that is both in presence and in the distance, for a whole amount of 150 training hours.</p> <p>The "in presence" meetings, addressed to groups of 20-30 people, were 10, divided into 6 modules, in addition to 2 discussion workshop on faced themes, of 3 hours each, for a total amount of 36 hours, the remaining 114 hours were of individual study using the platform for the training "in the distance" Italscuola.it. The learning modality was of collaborative typology with the tutors' support through internal testing and forum. No virtual class was created but the interactions carried out in the forums demonstrate how associations created spontaneously amongst the most motivated teachers.</p>
<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>Performing of an afternoon course in the school laboratories seat of the training (30 schools in the net). The students learn the use of the technologies and they develop their projects collaborating on-line with other students and laboratories. External tutor lead the learning and creative process. The internal professors coordinate and lead the laboratory intervening if necessary.</p>
<p><b>ETT CAMPUS</b> (Scanter)</p>	<p>Transnational virtual campus for teachers and trainers interested in developing a critical and responsible use of ICT. The main educational and teaching approach endorsed by eTTCampus, is a pedagogic model that engages teachers and trainers in collaborative</p>



	<p>project work across borders, thus emphasizing learners-centred instruction. Collaboration-understood as an interaction with peers and experts, inside and outside an E&amp;T institution, focused on the realisation of a project (i.e. responding to a concrete practice problem) including also experimentation and reflection-has become an important teacher and trainers' learning activity, often supported by Information and Communication Technologies. A pedagogic model that engages teachers and trainers in collaborative project work across borders, based on challenging questions, including a community of inquiry, will be endorsed, therefore shifting away from hierarchical teaching and emphasizing learners-centred instruction. Learning and reference materials are available in the collaborative learning environment, and also developed by the learners' groups in the course of their learning activities.</p>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The courses based on a mix of auto-learning and collaborative learning, because the materials were available on the net and on CD Rom but in the class as well deepening activities were carried out by tutors during which the participants were stimulated to perform collaborative activities preparing didactic unities based on the use of TIC and multimedia.</p>
<p><b>PEDAGOGICAL LICENSE</b> (Scienter)</p> <p style="text-align: right;"><b>ICT</b></p>	<p>Simultaneously the teacher team will meet primarily face to face but also use the collaboration space online for discussion, distribution, documentation and repository. (.....)The following part of the course is based on team (based) competence development in which net-based communication between participant and tutor is crucial.</p>
<p><b>DIDACTIC OF ITALIAN L2</b> (IRRE Toscana)</p>	<p>Collaborative learning (didactic laboratories) The participants shared practices, didactic materials, experiences of organization of the interventions for linguistic support; they produced didactic courses that were published on the reference site of the project. Space for the discussion and exchange for the materials in the distance through forum. The access to the forum is only for the registered people, but it is consulted also by teachers of other regions or who are working abroad.</p>
<p><b>LIFESTYLES – THE SCHOOL PROMOTING HEALTH</b></p>	<p>Since it is a complex and articulated project, the used didactic strategies were several, from the front lesson to the concrete experience in situation (residential campus) besides group</p>



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	<p>simulations, etc. Laboratories, the group work, the exercises and the actions in situation were followed by a technical staff. The schools which took part in the training build a net (Net of the Schools which promote Health) and the materials and the experiences are exchanged through emails.</p>
<p><b>TRAINING OF THE TEACHERS USING THE TIC</b> (“Valetio” High School los Cicladi Greece)</p>	<p>Cooperative collaborative and interactive training (small groups of teachers), auto-study, personal practice, research. Role performed by the participants: active and interactive participation.</p>
<p><b>TRAINERS’ TRAINING</b> (ISPEF)</p>	<p>The master is based on the trainers’ training through the method of the reflexive deepening, of what came from the research-action carried out in the previous “Doing School Project” and “Province Laboratory” and through the constant professional relationship with the colleagues and the experts.</p>
<p><b>“DOING SCHOOL” – “PROVINCE LABORATORY” FOR THE IMPROVEMENT OF THE QUALITY OF THE TEACHERS’ PROFICIENCY</b> (ISPEF)</p>	<p>The course was characterized by a teachers’ training through the research-action method and through the constant professional relationship with the colleagues and the experts. In this way the teachers were enabled to perform a training course in assisted service and that could be documented by the transcription of the school experiences and of the didactic and education intervention which took place.</p> <p>The research – action was based on the enhancement of the teachers’ and students’ role. During the training course the teachers spent a lot of time discussing and simulated school experiences.</p> <p>Creation of a net of schools that could interact exchanging training experiences and research actions.</p>
<p><b>TEACHERS TRAINING ON THE PROCESS MANAGEMENT</b> (MIUR expert)</p>	<p>In every training session, the didactic strategy is the collaborative learning ; after an introductory part on the essential procedures of the organization, all the teachers collaborated, during the simulation, to learn the methodology and the facilitation. The way of learning is of a collaborative kind. In addition, the arrangement of an informatic platform ad-hoc allowed the exchange of experience in order to improve learning starting from real situations. Teachers were divided in groups of 10-15 persons. Some of them played the role of facilitator simulating the actions they should do, once back in the school. Others played the role of key-actors in a GOPP training laboratory. Given the characteristics of such laboratories, all the key-actors participated actively to the training.</p>





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<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>All the laboratories are based on the collaborative and experiential model: the activities are practical and collective, in groups of about 25 persons, with 1 or 2 trainers for each group. All the activities are divided in two groups which rotate in a timetable shifted by 30 minutes; this allows a discrete observation of many other activities. Also the peer communication is stimulated and the choice of the activity to be followed at a further level is facilitated. There is also a moment of deep exchange, two hours called "theoretical", which, after some years, are organized on the peer-to-peer communication. It is called "published communication". All the teachers who attend them can submit a communication project, bringing the attention on the concrete action on pedagogical or disciplinary problems, as found at school. Every poster is collected in the same place. During the two hours reserved to this part of the stage, there is time dedicated to the discovery of all the poster and then further time reserved to a deeper contact with 3 or 4 poster authors, which the trainees interact freely with. This kind of communication, very well known among congressmen, it is new for teachers and it reveals as an effective procedure to facilitate dialogue and professional solidarity.</p>
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fashion Design - Bulgaria)</p>	<p>During the "open-door" lesson the teacher can use all possible didactic strategies and methods, because the choice of the methodology is in close connection with the goals (aims) of the lesson. Preferred methods for these demonstrative lessons are interactive ones: - "Brain-storming"; - Role (business) game – it means that every student has his role (engagement) during the lesson – as if he is in a real working situation; - Work by groups – students are divided in three or four groups and every group has its own task during the lesson. In the end of the lesson the groups exchange their knowledge and results from the work; - Method of "association of ideas"; - Seminar. The teacher and the students realize the lesson with a previously known subject, using their knowledge. Other participants (inspectors, director, other teachers) listen and take notes. They have no right to take part in the activities of the lesson. When the lesson is finished the teacher, who has made the "open-door" lesson and the other participants (without students) have a discussion. During this talk (conversation) everyone gives his opinion on the success of the lesson.</p>



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<p><b>ART DIDACTICS</b> ("Valetio" High School Ios Cicladi Grecia)</p>	<p>Conferences, open discussions, lectures of university teachers and specialists, visits to pilot centres of art didactics, painting exhibitions and museums, personal study and research, workshops, video and DVD lessons.</p>
<p><b>SECONDARY TEACHER / IN-SERVICE SECONDARY TEACHER /TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)</p>	<p>The didactic methodology used is the participative and collaborative one. The reason why this didactic methodology was used is because the issues were proposed by the teachers involved in the activity. However, the contents organization were carried out by other institutions (ICE, IL3, Cataluña Government). A positive aspect is that teachers felt coo-participants of the actions, becoming this a good point of impact.</p>
<p><b>DIDACTIC OF MATHEMATICS AND SCIENCE</b> (Lycée Theoretique "Neagoe Basarab"- Romania)</p>	<p>Cooperative learning; group practice; research. Role od participants: active and interactive.</p>
<p><b>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS</b> (SCHOOL Nr. 1 Romania)</p>	<p>Role play; case study; problematisation; brainstorming method; K-W-L; discussion; the aquarium; the cube; the puzzle</p>
<p><b>PROGRAMME OF CURRICULUM RATIFICATION</b> (The Theoretical High School "Neagoe Basarab – Romania)</p>	<p>Collaborative learning, group interactivities, research and experiments, pupil-centered learning Training methods: Initiation activities; Presentation; The reading of the materials; Demonstration; Video Film; Questionnaires; The Aquarium Method; Case Study; Role Playing; Games. The participants role; active and interactive training.</p>
<p><b>EDUCATION MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" – Romania)</p>	<p>Group practice; problem posing; discussion; cooperative learning.</p>
<p><b>HUMAN RIGHTS</b> (L'Ecole 2, Oltenița, Romania)</p>	<p>Video lectures; case study; problem posing; discussion; role play; active dialogue; presentation and valorization fo personal experience.</p>



<p><b>INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LEARNING PROCESS</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)</p>	<p>The used didactic strategies are based on the</p> <ul style="list-style-type: none"> <li>• promotion of interactive and practical methods, on group activities differetiated according to the experience of the teachers participating to the continous training programme,</li> <li>• the use of modern tools (computer) in the education process.</li> </ul>
<p><b>TRAINING IN SERVICE FOR TEACHERS OF RUMANIAN LANGUAGE AND LITERATURE</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)</p>	<p>The used didactic strategies are based on the</p> <ul style="list-style-type: none"> <li>• promotion of interactive and practical methods, on group activities differetiated according to the experience of the teachers participating to the continous training programme,</li> <li>• the use of modern tools (computer) in the education process.</li> </ul>
<p><b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)</p>	<p>Didactic strategies : inductive methods (example and data analysis , results of the experience), case study : the diagnosis of the teacher's results:– by school documents and personal – pedagogical file (in the last 10 years) euristical : -knowledge elaboration by personal efforts,privileged witnesses –students ,teachers, parents ,collaborative study. initial evaluation.</p>

### 3. EVALUATION

<p><b>ATLAS</b> (Scienter)</p>	<p>Survey to the teachers participating in Atlas.</p>
<p><b>MANAGEMENT TRAINING FOR TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>The courses didn't foresee any final evaluation form, since there was no reference to a credit system. If this possibility will be offered by MIUR to the training agencies as well, then Dirscuola will activate an objective evaluation system. Therefore no exam was foreseen, but at the end of every module the person who was attending the course had the possibility to perform auto-evaluation tests which were not compulsory.</p>



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<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>It is carried out through an evaluation research with the following aims: To analyze and to evaluate the actions and the processes that formed the setting up, activation, accomplishment and development laboratories; to evaluate the education processes closely linked to the diffusion of the practice of the music production in a digital environment in the school system; to test entry motivations and expectations and knowledge and competences effectively acquired by the students at the end of the course; to evaluate the laboratory incidence on the institute project with particular reference to the setting up and development of net services, to the updating and training of the service personnel, to the relapses on the <i>curricular</i> activity. Therefore different modalities of data survey and gathering were foreseen. Amongst them: interview to every student performed through a questionnaire structured with open questions, interviews to the tutors, the school principals and external experts, performed through three different schedules, always with open questions, a lot of them formulated as checking questions. Focus group. Auto-evaluation materials written by the students, with the aim to register the degree and the different modalities of emotional participation to the experience, The identification of an plurality of actors as referring the evaluation activity (students, tutors, external experts and headmasters) enables, during the phase of data elaboration and analysis, to identify the strength and the critical point of the project, starting form different reading prospective of the experience and of possible use of the results.</p>
<p><b>ETT CAMPUS</b> (Scienter)</p>	<p>The evaluation of learning events results has been carried out from two directions: • By users/participants By interviewing Learning Event co-ordinators and members</p>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The courses didn't foresee any form of exit evaluation, since there was no reference to a credit system. The certification of the activity was linked only to the attendance and conditioned by the participation of at least 75% of the foreseen "in presence" lessons.</p>
<p><b>PEDAGOGICAL LICENCE</b> (Scienter)</p>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Summative evaluation: an online questionnaire for each module + a general questionnaire on methodology, opening workshop, facilitator performance etc.</li> <li>• Formative evaluation: in each module</li> <li>• Certification</li> <li>• Impact</li> </ul> <p>Several impact studies (Danish as well as Norwegian) document the long-term impact of participating in this course. These impact</p>



	<p>studies are performed by independent research institutions.  <a href="http://www.epict.org/organisational_setup/evaluation/index.html">http://www.epict.org/organisational_setup/evaluation/index.html</a></p>
<p><b>DIDACTIC OF ITALIAN L2</b>                  (IRRE Toscana)</p>	<p>At the end of the training course the possibility was given to have a recognized competences certification of Teaching Italian as a foreign language (DITALS) at the University for Foreigners in Siena. A small but important teachers' percentage decided to sit an exam that required paying a tax. Although Irre is not an associated institution with the University for Foreigners, IRRE course was recognized as valid to accede to the tests. The exam tests the teachers' theoretical preparation, but also the capacity to create didactic courses evaluating the adequacy of the proposed materials. Furthermore a practical test is foreseen: the simulation of a lesson. The course foresees as a testing and final modality of the learning for all the teachers, the presentation of a didactic unity to teach Italian L2. at the end of the course a certification is released that specify the different activities performed by the teachers with the recognition of hours both for the attendance at the course and the preparation of didactic materials.</p>
<p><b>LIFE STYLES THE SCHOOL PROMOTING HEALTH</b>                  (IRRE Toscana)</p>	<p>An evaluation grid is being prepared and it will be presented in September with the start of the second level training. During the last meeting of comparison and evaluation the participants reported and compared the performed experiences. How the impact was measured: through the comparison and through a critical reflexion that was summarized in written reports.</p>
<p><b>TEACHERS' TRAINING USING THE "TIC"</b>                  (Valetio High School los Cicladi Greece)</p>	<p>Trained teachers' participation at exams to evaluate their knowledge and capacity in using ICT.                  Answering a detailed questionnaire related to all the phases of the project (training and certification)</p>
<p><b>TRAINERS' TRAINING</b>                  (ISPEF)</p>	<p>Distribution of the competence certifications as prizes for documentaries reports almost all at a high level.</p>
<p><b>"DOING SCHOOL" - "PROVINCE LABORATORY " FOR THE IMPROVEMENT OF THE TEACHERS' PROFICIENCY QUALITY</b>                  (ISPEF)</p>	<p>The intermediate evaluation was carried out on products created by the participants and on the base of the exercises performed during the course. The final evaluation was carried out on the final product of the training course, consisting of the presentation in volumes (single for every teacher) made up of a documenting report, analysis and reflection on the training course. The final evaluation was decided by a special committee formed by the Director of Education (or by an inspector delegate) by the course manager and by other 3 experts. The good practice was evaluated in a very positive way by the teachers, who created a better relationship with the students and with other teachers. The positive evaluation was shared also during the teachers' meeting that in some case approved a training course about the themes which are object of the good practice. All these actions were accompanied by the accomplishment of tests and satisfaction questionnaires. At the end a CAI certification with evaluation</p>



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	<p>system was released. Participants' satisfaction and likening questionnaires were given about the global evaluation of the training courses, about the monitoring of the performed school experiences, on the research-action developed and about the importance of the training experience.</p>
<p><b>TEACHERS TRAINING ON THE PROCESS MANAGEMENT</b> (MIUR expert)</p>	<p>The results evaluation of training and learning of teachers is based on the analysis of projects which each of them was able to facilitate in their own schools. All the projects planned by the schools will be sent to the Technical Committee at the Ministry before the end of June. The reading of the logic frame and of the problems and objectives trees allows to see the level of facilitation pallied by teachers more or less deeply; It thus represents a summative evaluation useful for make the facilitators move towards a higher professionalism in this sector. To evaluate the degree of satisfaction of participants, we have directly interviewed them, during each session, on the strongness and weakness points of their experiences and we have discussed together each of these points or homogeneous groups of points. The positive aspects have been dominant, because the participants understood from the beginning that the professionalism they were going to get, were of an high level and that the method to be applied into the schools represents an absolute innovation at a school system level. Actually, the negative aspects have never concerned the methodology, but the professional limits found by teachers applying it. Every teacher participating to the project has activated in the three or four schools assigned to him and have showed their ability to master real situations in a professionally valuable way truly beyond the expectations. Differently from what a GOPP facilitator, alone in his laboratory, usually do, some of the teachers have worked in pairs to face the difficulties by collaboration.</p>
<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>An internal evaluation has been performed each year on the basis of a custom satisfaction questionnaire in five levels, with a description of strongness and weakness points, of improvable points and of expectations. During 2002, 663 participants have answered a questionnaire which indicated in three points what they would have lost if the stage was not organized anymore. Even if the results of this questionnaire are to be considered preliminary, it is evident that teachers like this yearly activity, with an equilibrium between "hedonistic" aspects (conviviality and practice of an activity for pleasure) and "utilitarianistic and reliable" aspects of professionalism. The first research on the results has been performed and published by CERESIS (Interdisciplinary Research Centre for Solidarity and Social Innovation – Catholic University of Louvain). This survey has compared the teachers perceptions of</p>



	<p>the different disciplines on what in service training gave them. Besides the cited research, a team of six university experts in Physical Education has conducted an audit of the experience, using discrete observation, participating to the activities and interviewing trainers, stages and organizers (also making some films). This observation reminds the stages of 1996 and 1997. In order to complete the analysis with a more theoretical view on in-service training, 6 university experts in teachers training, of all disciplines, joined the team. This international collaboration (Belgium – France – Canada) has brought to the publication: "In-service training of teachers, participation, innovation and thoughts", bibliography: Carlier, G. and coll., 2000. A second publication, collective and international, appeared in 2004, is based on the observation of stages performed in 1998, 1999 and 2002, in order to propose a series of reflections and analysis, which can be generalized for in-service training: "In-service training. Expertness of trainers and professional identity of trainees in Physical Education", bibliography: Carlier, G. and coll., 2004.</p>
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fashion Design - Bulgaria)</p>	<p>At the end of the lesson participants are given inquiry lists, which are different for the students and for the outside people. By these lists the auditory can give its mark and opinion about the lesson. During the discussion after the lesson analysis of the inquiry lists is made. After that, the inspector forms a report that is sent to the Regional Inspectorate, who is part of the Bulgarian Ministry of Education. At the end of the lesson every group of participants has their questionnaires (inquiry list), where they fill their opinion about the lesson. Inspector's report that is sent to the Regional Inspectorate.</p>
<p><b>ART DIDACTICS</b> (“Valetio” High School Ios Cycladi Grecia)</p>	<p>Certificates of participation distributed to all participants. Evaluation reports and questionnaires</p>
<p><b>SECONDARY TEACHER / IN-SERVICE SECONDARY TEACHER /TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)</p>	<p>The accreditation dimension is constituted by a continuous and final assessment. As Teachers develop their projects, a continuous monitoring can be made and the approval of the teacher training is just the presentation of the written project. It can be observed in the assessment the level of satisfaction of the teacher training. This is a teacher training and organizational self-assessment.</p>
<p><b>DIDACTIC OF MATHEMATICS AND SCIENCE</b></p>	<p>Teachers will attend to the second and third years of studies; methods of evaluation and certification of learning results; procedures and methods of evaluation; filling of questionnaire of</p>



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(Lycée Theoretique "Neagoe Basarab"- Romania)	training; formative evaluation; final feed-back.
<b>INFORMATION AND SENSIBILISATION HIV/SIDAIN VALCEA AND CALARASIDISTRICTS</b> (SCHOOL Nr. 1 - Romania)	Rapport of session of information in classes. Questionary
<b>PROGRAMME OF CURRICULUM RATIFICATION</b> (The Theoretical High School "Neagoe Basarab – Romania)	After the course attendance and on the basis of a minute evaluation of the results certificates have been issued. • Procedures and methods of evaluation: the completion of different kind of questionnaires about the activities terming, -the final feed-back
<b>EDUCATION MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" – Romania)	Questionnaire of training; internal feed-back.
<b>LE DROIT DE L'HOMME</b> (L'Ecole 2, Oltenița, Roumanie)	Personal questionnaire
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LEARNING PROCESS</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)	The evaluation has been performed by: - interviews; - periodical checks. The certification has been acknowledged by diplomes. The teachers have answered to questionnaires on the courses.
<b>TRAINING IN SERVICE FOR TEACHERS OF RUMANIAN LANGUAGE AND LITERATURE</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)	The evaluation has been performed by: - interviews; - periodical checks. The certification has been acknowledged by diplomes. The teachers have answered to questionnaires on the courses.
<b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)	Informative evaluation : the analysis of the CVs , catalogues and the result of the national tests. Evaluation : the realisation of the research report of the second phase and its translation in three languages.





#### 4. CONCRETE RESULTS

<p><b>ATLAS</b> (Scienter)</p>	<p>1200 schools enrolled in 21 participating countries; 3500 participating educators (740 at secondary level); 43700 students in 3118 work groups; 3900 published researches; 2860 in progress researches; 390 published "gincana" paths; 210 in progress "gincana" paths; 2056 completed "gincana" paths; 49 learning ships built with 83 educators enrolled; 13 educators with ships to be completed; 27371 forum contacts; 200 computers re-used (Pentium II and III) by the schools; 300 digital fotocameras for schools; 3 languages.</p>
<p><b>MANAGEMENT TRAINING FOR TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>From the result of the evaluation questionnaires it emerged how the aims of the courses which were developing in the teacher both technical and relationship competences, indispensable for who wants to have a support role for the School Principal. The course was arranged not only for the aim to teach the fundamental contents related to this profession, but also to develop those cross competences which are necessary for the transmission of the "manager culture" whose Anp is bearer.</p> <p>The recipients showed a high satisfaction level towards the course and they acquired a large amount of the competences which were aims of the course as was got by the auto-evaluation questionnaires. However it wasn't possible to get a direct relapse on the students.</p>
<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>The identification of new professional profiles in the sector of music auto-production.</p> <p>The definition of one or more training models also with reference to emerging figures in the context of the net economy.</p> <p>The accomplishment of the "in the distance" training modules which can be used on the net.</p>
<p><b>ETT CAMPUS</b> (Scienter)</p>	<p>Any complete description is possible to this level, because the project is currently in progress and some of the didactic experiences are still to be completed.</p>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The ForTIC program involved in the whole Italy about 180,000 teachers related to the goal a), 15,000 teachers for the goal b), 5,000 teachers for the goal c), for a total amount of</p>



	<p>100,000 teachers on a national base.</p> <p>The results of the training results showed an important rising. "gain" in the terms of the INVALSI report, of the competences related to the goals of the training activity. A questionnaire issued a year after the end of the courses showed also a positive relapse of the courses on the evaluation by the teachers of the TIC validity as instrument for the didactic.</p>
<p><b>PEDAGOGICAL LICENCE</b> (Scienter)</p> <p><b>ICT</b></p>	<p>Secondary education (students of 16-19 years old) 6926 participants – 70% covered.</p>
<p><b>DIDACTIC OF ITALIAN L2</b> (IRRE Toscana)</p>	<p>Didactic materials which can be downloaded from the web pages of the project were produced.</p> <p>The teachers, in particular of the secondary school of II degree, point out a decrease of the amount of foreign repeating students in their schools.</p> <p>Other teachers pointed out a higher effectiveness of the education intervention which led, thanks to the received training, to diminish the hours of intervention on the students (intervention hours paid as additional time).</p> <p>The teachers who organized intercultural laboratories reported a higher interest of the foreign families and a different attitude of the Italian children towards the foreign mates.</p> <p>The satisfaction was reported in the past years through the registration of a constantly rising number of the participation questions from the registration of the total amount of the participants.</p> <p>At a regional level a vademecum was created for the operatives of the permanent territorial centres (CTP) which is a reference point for the intervention planning and for the learning check.</p> <p>The vademecum was edited in collaboration with the CTP net. The web pages are a reference point for the teachers of Italian for foreigners.</p>
<p><b>LIFE STYLES – THE SCHOOL PROMOTING HEALTH</b> (IRRE Toscana)</p>	<p>The school which took part in the training build a net (Net of the School which promote health). (...) the goals foreseen by the project were achieved.</p>
<p><b>TEACHERS' TRAINING USING THE TIC</b> ("Valetio" High School los</p>	<p>Training of the education community about the ICT. Development of software and digital contents for education</p>



Cicliadi Greece)	<p>and administrative goals (education software, IT systems, Internet resources).                  Modernizing of administrative areas.                  Installation and support of net and computational equipments in the schools.                  Insertion of the ICT in the teaching process.</p>
<b>TRAINERS' TRAINING</b> (ISPEF)	<p>The course was calibrated on an advanced phase of psychological-pedagogical elaboration of the problems related to the teaching-learning, on the planning of the school initiative according to the demands and the needs and following a continuous improvement of the school system. We cannot talk about of an achievement of goals yet, because the project "the trainers' trainer" is an "in progress" project, according to its own formulation, since it is a stone thrown in the pond and which produces effects on the surface of the water with concentric circles with a wider and wider diameter. We hope for the teacher to reach a practical rationality through the predisposition of application and control instruments of related to efficiency-effectiveness criteria. Such a rationalization must be performed with the planning, the observation and the intervention, the measurement of the results to reach the teaching technology.</p>
<b>"DOING SCHOOL" – PROVINCE LABORATORY FOR THE IMPROVEMENT OF THE TEACHERS' PROFICIENCY QUALITY</b> (ISPEF)	<p>48 Schools took part in the project: -Didactic Managements n. 10 – Comprehensive Institutions n. 2 - Secondary School I Degree n. 19 – Secondary School II Degree n. 17.                  The participation to the initiative was subordinated to the adhesion of the Principal, of 4-6 reporting teachers of the single schools, of an experimental involvement of 15-20 teachers of the school co-ordinated by the reporting teachers with the supervision of the teachers and ISPEF experts, to the adhesion and promotion for the initiative by the Teaching Body of the school through periodical communications from the reporting teachers.                  So the involved actors in the provincial course ISPEF were about 200 teachers divided according school order and territorial group. The teachers of every order and degree involved in the experimentation of the methods learnt during the course were more than 600. it is estimated that the following results were reached: 1) acquiring the full transparency in the school evaluation, 2) evaluation adherence to the life of the students and to the goals of development of abilities and competences, 3) production by the participating teachers of motivated final reports, which</p>



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	<p>revised the iter of the project and processed the contents, object of reflexion and study. The final summaries were object of evaluation by the team, arranged by the manager's tutors.</p>
<p><b>TEACHERS TRAINING ON THE PROCESS MANAGEMENT</b> (MIUR expert)</p>	<p>The target is a group of 58 teachers of second degree secondary school, working in the regional institutes of 18 regions of Italy (IRREs). These teachers had never done the experience of a GOPP laboratory. Some of them had experience in group facilitations. The organization of training was organized as follows: during October, an initial phase; during November and December, an active participation/observation of trained teachers to each of 18 GOPP laboratories, with the Principals of 12 schools for each region; during March, a training seminar inside the school on the use of GOPP method for the interim evaluation; finally, a one-day seminar during May on the use of GOPP method for the final evaluation of the project. All the phases have been completed in the scheduled time and the quantitative results correspond to the expectations. The facilitators reported the positive elements and anyone pointed out insuperable difficulties, considered the acquired professionalism. A project report will be sent by each IRREs at the end of June and will let to confirm the validity of results, that are appeared absolutely positive during the seminars and the process evaluation.</p>
<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>The external survey performed by CERESIS showed that the level of satisfaction of Physical Education Teachers about their training in service is much higher than that of their colleagues of other disciplines. Even if the participation was not compulsory, 95% of teachers declared to have participated to an in service training of CUFOCEP. This satisfaction was above all about the correspondance to the class situation. The Physical Education teachers of secondary level of the catholic network, of every level of seniority. There are about 1100 participants, on a total of 1500 teachers of Physical Education of the secondary level in this school network.</p>
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fahion Design - Bulgaria)</p>	<p>This kind of initiative is very easy to make - the preparation does not need much time, the number of the participants is not big (a teacher and a class) and it does not require special funding. The participants (other teachers) can use</p>



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	immediately new experience in their practice.
<b>ART DIDACTICS</b> (“Valetio” High School Ios Cycladi Grecia)	Successful training of a big number of teachers of art and design on a national level. Publication of the results in specialized - in the field of education – magazines
<b>SECONDARY TEACHER / IN-SERVICE SECONDARY TEACHER / TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)	14.415 teachers trained. The development of teacher training was held during 2004 -2005 period. It has a local, regional and national impact. The changes not only affects teaching practices, but also intitutional ones. Teacher updating is on both, teacher training areas and didactic and teaching practice. The developed training actions achieved an institutional impact. The reason is that they apply the projects in their educational institutions. The assessment of the impact is measure on the one hand by the quantity of people who annually enrol in these teacher training activities. On the other hand by the growing demand of these teacher training activities with different modalities: distance learning, on campus and a mixed one.
<b>DIDACTIC OF MATHEMATICS AND SCIENCE</b> (Lycée Theoretique “Neagoe Basarab”- Romania)	Preparation and certification of teachers for pre-university teaching ; - acquisition of knowledge.
<b>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS</b> (SCHOOL Nr. 1 Romania)	At local level: knowing the main action directions for preventing the transmitting of infection with HIV, and also for protecting the persons affected by this virus. • At micro level: A major improvement of knowledge level concerning AIDS disease.
<b>PROGRAMME OF CURRICULUM RATIFICATION</b> (The Theoretical High School “Neagoe Basarab – Romania)	The Teacher Training House and County School Inspectorate certification of 40-50 teachers in each subject, mainly for training in optional courses programme planning and for the competences inferences in view of the planning according to the calendar
<b>EDUCATION</b>	Preparation and certification of teachers for



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<p><b>MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" – Romania)</p>	<p>teaching management; - acquisition of knowledge.</p>
<p><b>HUMAN RIGHTS</b> (L'Ecole 2, Oltenița, Romania)</p>	<p>Presentation of activities in the course report.</p>
<p><b>INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LEARNING PROCESS</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)</p>	<p>Teachers who attended this training course have improved their competences about the modern methodes fo communication, necessary to develop a teaching process to an european level. Durin the first semester of scholastic year 2005-06, the X<sup>th</sup> B (high school) obtained good results in almost all disciplines. During the second semester, after a four weeks course, the results were less good. The teachers council started a project to improve the results. Some teacher have attended to in service training courses during 2004-2006. Among the activities developed within the project, there were: - starting scholastic and extra-scholastic activities, in order to involve students and make them to accept responsibility; - maintain a permanent link with parents; - sustain the students for follow and respect a reasonable program of work; - use interactive methods of work; - use differential methods of work, according to intellectual ability of students; - develop the students motivation to learn. After two months of course, the scholastic result have been analysed and a progress of the class in the majority of disciplines has been found.</p>
<p><b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)</p>	<p>The achievement of the case study fill-made/selected from ten cases and the selection of two.</p>

## 5. SIGNIFICANCE AND IMPORTANCE

<p><b>ATLAS</b> (Scienter)</p>	<p>ATLAS involves 1200 schools and youth organizations from 21 countries of Latin America, Portugal and Spain which collaborates to create a multi-database of cultural products, made by groups of youngsters from six to 17 years old, as a result of what they learned. The project will have, probably, a strong impact. Firstly, confirming a model of success for inserting the Information and Communication Technologies in ths scholastic environment, in order to promote it as a repeatable generalizable experience.</p>
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	<p>Secondly, as a valid intervent for promoting parity, social inclusion and personal development of students and teachers. Futhermore, ATLAS sustain ad make stronger a network of networks to an European and LatinoAmerican level, starting from the experiences of each member of the association, with the same objectives of promotion of use of ICT to improve education. In addition, an other strong impact will be on the contribution to the introduction of a new educative paradigm and of innovative pedagogical approaches (according to which, the student builds his knowledge with other students and the teacher; this is different from the classical approach, where the knowledge is transmitted top-bottom, vertically and where the teachers is the only protagonist; an innovative approach where the social learning is promoted in front of classic individual learning, an approach based on a dominant competitive dynamic).</p>
<p><b>MANAGEMENT TRAINING FOR TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>The courses were attended in their different editions by some thousands of teacher in the whole Italy, a not very important number in relative terms if reported to the total amount of Italian teachers, but it is important if we consider that a great amount of the participants were collaborators of the school principal or instrumental function of the POF.</p>
<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>The initiative started weekly in 9 provinces and as many institutes. In the last year 7 other laboratories in 5 other provinces were activated and 30 new requests are going to be approved. The performing institutes are mainly resource centres for the school dispersal, and, as centres with this vocation, operate in net with other schools, training centres, associations and cultural institutions for the use of spaces, resources and training opportunities modulated on the needs of the local young.</p>
<p><b>ETT CAMPUS</b> (Scienter)</p>	<p>As few of the initiatives dedicated to teachers traning have an European dimension, it has to be pinpointed that another innovative element of eTTCampus is certainly related to its trans-border features: eTT campus is international: as learning activities cut across boundaries. Furthermore, various EU member states organisational and methodological experiences are integrated through the active involvement of other European networks (EifEL, EDEN, etc.) in the development phase as well as in the successive implementation phase of the eTTcampus. eTT campus is inter-generational, allowing the exchange of experience of Initial and continuing education and training professionals and university students developing</p>



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	<p>a teacher/trainer career: eTTCampus is inter-cultural. The project is based on a robust and wellarticulated partnership; TNet national networks as well as the various networks' members and actors will be involved. The Partnership has been composed relying on the principles of representation of different European cultures and models in the area of eLearning and training of the trainers, of institutional, organisational, educational, technological and economic sustainability.</p>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The training experience involved about 200,000 teachers, it means a quarter of the national teaching body and represented the most intense experience of training realized by MIUR in the last 10 years. The recipients showed a high level of satisfaction towards the course and acquired a large amount of competences goal of the courses as it was reported by the results from the monitoring performed by INVALSI. However it was not possible to see a direct relapse on the students because the participants were not linked to specific school realities but spread on the whole national territory.</p>
<p><b>PEDAGOGICAL LICENCE</b> (Scienter)</p>	<p><b>ICT</b> The entire concept has proven sufficiently robust to travel not only nationally between different teacher groups but also internationally. Currently the licence has been localised for use in the following countries: Denmark, Norway, Iceland, Greece, Hungary, Italy, Tasmania, Ghana, Cameroon, Uganda, United Kingdom,. Recent interest is from Lithuania, Spain, Germany and Malaysia.</p>
<p><b>DIDACTIC OF ITALIAN L2</b> (IRRE Toscana)</p>	<p>Improvement of the quality of the process of teaching and learning. Decrease in the schools of the amount of foreign repeating students. Definition of shared procedures for the welcoming of students and for the school success. The impact was pointed out through the testimonies and the news reported by the ex participants or orally or through e-mail, in some cases the impact can be pointed out by the records of the meeting. It was considered: the number of foreign students that after a linguistic support intervention were refused. The preparation of welcoming protocols and teaching – learning practices.</p>





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	The start of initiative to support the foreign students.
<b>LIFE STYLES – THE SCHOOL PROMOTING HEALTH</b> (IRRE Toscana)	Element of good practice of the training course is the methodological scanning which foresees a first theoretical phase, an intermediate laboratory phase, or more operative, and an experience phase in situation (campus).
<b>TEACHERS' TRAINING IN THE USE OF TIC</b> ("Valetio" High School los Cicladi Greece)	Training and certification of 76,000 primary and secondary education teachers and acquiring of the knowledge and of the base capacities in using ICT.
<b>TRAINING OF THE TRAINERS</b> (ISPEF)	The good practice is characterized by an great number of trainers inside a district and province context so that reference and co-ordination group can form, able to attract innovative projects, didactic experimentations, psycho-pedagogic researches, creating in such a context a community of practice in the net with studies and experiences at a regional, national and European level.
<b>"DOING SCHOOL" – PROVINCE LABORATORY FOR THE IMPROVEMENT OF THE TEACHERS' PROFICIENCY QUALITY</b> (ISPEF)	The good practice has a positive relapse on the activity of the involved schools often contributing in innovating the training processes, the actions of evaluation and organization and the models to approach, read and interpret reality. In some cases it stimulated the formation of nets and partnerships both on a local level with schools, associations, council, province (measure 1.4I) and on a regional (POR training) and on a national level (high training with CIPE funds). At micro- level: impact on the recipients/participants, students, schools...
<b>TEACHERS TRAINING ON THE PROCESS MANAGEMENT</b> (MIUR expert)	This is the first time that a teachers training to the process management has been realized at the level of educative system and in all italian regions. The discovery of the GOPP method and the possibility of plan a project in little time are to be considered an innovation, which produces a significant impact at the national level. The pubblication by the Ministry, at the end of February, which contains the report of what has been don in terms of training, has been distributed and diffused at the level of IRRE and has been accepted in a very positive manner by all the scholastic operators. At the level of participants, the degree of satisfaction relative to the improvement of professionalism



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	<p>has been widely proved by the respect of the due dates and of the programme, by the high level of participation to the seminars, by the quality of the produced documentation and by the interest for the further development of the project. The facilitators say, as well, that the GOPP method has been very appreciated within the schools, not only by the teachers which have attended to laboratories, but also and above all by the students, who have been able, for the first time, to talk to key-actors and concretely participate to the development of a project very close to them.</p>
<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>The multi-subject stages of CUFOCEP have had an evident impact at the national level: - they have been at the base of the scholastic programmes reform in Physical Education within the catholic teaching in Belgium; - they have contributed at the same time to the reform of the initial training of Physycal Education Teachers.</p> <p>Afted the stage of 1999 has been performed a survey, subsequent to the sending, by a group of participants, of 445 questionnaires filled in, on a total of 1000 questionnaires. This questionnaire was about the possibility of transerring the learning experiences : 89,6% of teachers said to have used what learned during the year, referring to one or an other principal or complemetary activity performed during 1999.</p> <p>This opinion, quite intense, gets somehow lower referring to service seniority of participants (more than 95% among young teachers and 85% among eldest).</p> <p>The performed traslation are mostly concerned contents. The obstacles in trasfer are mostly due to insufficient material conditions or to badly controlled contents.</p> <p>AS far the opinion on the teachers motivation and thir pedagogical choice i concerned, 88% of teachers give an high evaluation of the centralized stage (4 on a range from 1 to 6), referring to their pedagogical chioces during their careers and 84,3% do the same referring to the reasons for the choice of their career.</p> <p>It appears, anyway, that, remaining the level quite high, the evaluation of the peagogical chices of teachers varies according to the kind of school where they work, with a less strong impact on the vocational training teaching and more high on the general one.</p>
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fahion Design - Bulgaria )</p>	<p>In initiative "open-door" lesson take part teachers from all region and town – herein lays the impact on local level. For quite little time the participants and the students receive new experience and new ideas for work. The written brochures</p>



	<p>with the methodology development of the lesson are left to the other teachers as helpful documents. There are two ways to measure the impact:: the one is the inquiry list of the participants and the inspector's report to the Regional Inspectorate. The other way is to chase the result of the lesson by its multiplying – whether the number of the successive “open-door” lessons increase every year.</p>
<p><b>ART DIDACTICS</b> ("Valetio" High School Ios Cicladi Grecia)</p>	<p>Training of a big number of teachers of art and design on a national level. At micro level: Application of the knowledge acquired in the classroom. Creation of the “art atelier” in Valetio High School where many students have participated. (local level).</p>
<p><b>SECONDARY TEACHER / IN-SERVICE SECONDARY TEACHER /TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)</p>	<p>The relevance of the experience is express in a good teaching practice because: *training activities arises from educational realities and specific problems. *training actions allows to satisfy teacher needs, respecting the divesrity and complexity of educational reality. That is why the contents and activities are adecuate to educational situations *the development of the professional competences allow emprovements in institutional teaching practices. *it is develop in a dialogical and dynamic context, allowing a knowledge reconstruction between teacher trainers and teacher trained. This promote an collective knowledge construction in a collavorative and growing framework. *implies a personnal and professional growing in an insight and interactive level</p>
<p><b>DIDACTIC OF MATHEMATICS AND SCIENCE</b> (Lycée Theoretique "Neagoe Basarab"-Romania)</p>	<p>At macro level: - the preparation fo teachers for science allowee the country; - the development of the competence in the use of computer for materials editing. At micro level: use of Internet for searching materials; - introduction of Inofrmation and Communication Technologies in the learning process.</p>
<p><b>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS</b> (SCHOOL Nr. 1 Romania)</p>	<p>The assimilation at high qualitative level of knowledge and practical actions about the personal and social impact of HIV/SIDA, with large possibility of transfer to pupils/students</p>
<p><b>PROGRAMME OF CURRICULUM</b></p>	<p>The improvement of the Romanian Educational System with essential elements of the European Education . The</p>



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<p><b>RATIFICATION</b> (The Theoretical High School "Neagoe Basarab – Romania)</p>	<p>application of the formative methodologies in teaching by all the teachers in different subjects in the high school.</p>
<p><b>EDUCATION MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" – Romania)</p>	<p>Impact at macro level: the national training for teachers about management. At micro level: - competence in the use of computer for materials editing; Information and Communication Technologies for te use of Internet.</p>
<p><b>HUMAN RIGHTS</b> (L'Ecole 2, Oltenița, Romania)</p>	<p>Coherence of the activities at the theoretical and experiential level.</p>
<p><b>TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION DANS LES PROCESSUS D'APPRENTISSAGE</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)</p>	<p>At macro level: Favoriser les relations de l'école avec differants agents sociaux: -économiques, comunautaires, culturelles, politiques etc. - rapporter le système d'enseignement au problématique socioéconomique; - l'adaptation au changement socioculturels spécifique au société informatisée . At micro level: Impliquer un grand nombre de professeurs dans les actions pour les préparer savoir arriver au succès.</p>
<p><b>TRAINING IN SERVICE FOR TEACHERS OF RUMANIAN LANGUAGE AND LITERATURE</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)</p>	<p>Favour the relations of the school with different social actors: - economic, community, cultural, political, etc. - report on learning system on the socioeconomic issues; - adaptation to sociocultural changement specific of the informatic society. The educational objectives are centred on the cognitive, emotional and behavioural evolution of students, not only on the material to be taught. The contribution of esperts of the field has been urged to know, prevent and face the cases of unsuccess by specific psychopedagogical strategies and show the way of working that leads to scholastic success; involve a large number of teachers in the actions for preparing them to reach success.</p>
<p><b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)</p>	<p>Successful school cases have been selected by analysing the personal CVs and the personal files.</p>



## 6. PRODUCED INNOVATION

<p><b>ATLAS</b> (Scienter)</p>	<p>The ATLAS follows ten criteria which allow it to recognise, appreciate and respect the diversities of Spanish, Portuguese and Catalan speaking countries. These criteria are: Teams, connectivity, formation with content, "Virtual Human Network, Constructivism, Motivation, Introduction of the ICT's in the education field, Innovation, Original formation-action model, Tutors' Network, Network of schools, A Project for everybody</p>
<p><b>MANAGEMENT TRAINING FOR TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>The proposed training is innovative not because of the methodology but for the contents which dealt with elements of administrative right, management of the organization and of the human resources, the auto-evaluation of the school and the system evaluation, all aspects which are almost completely absent in the training offer for the teachers, although they are expressly required by the paragraph 1, point g) of the article 5 of the Moratti law 28<sup>th</sup> March 2003, n. 53. It is a unique experience in the Italian training offer addressed to teachers, considering the development of management and organization competences for the width and the depth of the training courses and for the quality of the available original materials, realized by ANP experts, unions and professional association which more than a half of the Italian School Principals adhere to.</p>
<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>This experience enabled to promote knowledge and a new idea of growth, that we consider necessary to be promoted by the school, also considering the changes of our both psychological and historical conditions. Through this practice we tried to give the students a kind of knowledge which enables an integrated vision of the processes. We arranged a work method which forces and teaches to face uncertainties. A practice at e whose modalities and strategies enable to face the risks (to be at stake), the unexpected (our creative process), the uncertainty (the result quality). We wanted to teach the importance of understanding, as means and aim of the human communication, through a practice which grows and becomes stronger with the group work, and in the net exchange in a community of peer.</p>



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<p><b>ETT CAMPUS</b> (Scienter)</p>	<p>The project has a high experimental and innovation component related, for instance, to the usage of blogs, wikis into a learning environment based on open source software. These innovative e-learning solutions have been tested and experimented</p>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The training experience organized by MIUR speeded the base competences which are necessary to use the TIC in the didactic amongst the majority of the teachers in the Italian schools, creating a strong support for a more and more innovative and involving didactic.</p>
<p><b>PEDAGOGICAL LICENCE</b> (Scienter)</p>	<p><b>ICT</b> The Pedagogical ICT Licence was one of the first instances of a blended learning approach with in Denmark The Pedagogical ICT Licence is the first example within in-service training of a centrally developed concept /course that is distributed regionally / locally through a series of course providers</p>
<p><b>DIDACTIC OF ITALIAN L2</b> (IRRE Toscana)</p>	<p>As regards other training experiences of the didactic of Italian to foreigner, the great importance given to the group work can be considered innovative, which involved the teachers making them protagonist of their training course, and the production of didactic materials and the use of forum as virtual class.</p>
<p><b>LIFE STYLES: THE SCHOOL PROMOTING HEALTH</b> (IRRE Toscana)</p>	<p>The innovative elements that the project promoted were related to the teachers' subjective competences, respect to the school and organizational context, the relationship teachers-students.</p>
<p><b>TEACHERS' TRAINING IN THE USE OF TIC</b> (“Valetio” High School los Cicladi Greece)</p>	<p>Use of technologies: new technologies, fundament/base of the project. Methodologies ad processes: phase A: training process, phase B: evaluation, phase C: certification Organization: co-ordination of the all the involved actors: training centres, certification centres</p>
<p><b>TRAINERS' TRAINER</b> (ISPEF)</p>	<p>One of the innovative elements proposed by the training course was producing measurable and comparable scientific results. It was important also learning the competences:</p>



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	<ul style="list-style-type: none"> <li>• learn from the experience (abstract contextualization, reflexion, concrete experience, reflexion);</li> <li>• learn from the other: (conceptual model, practice, other's support, experimentation)</li> <li>• learn to learn (conceptual model, study, practice, auto evaluation)</li> </ul>
<p><b>"DOING SCHOOL" – PROVINCE LABORATORY FOR THE IMPROVEMENT OF THE TEACHERS' PROFICIENCY QUALITY</b> (ISPEF)</p>	<p>A strong innovative element of this initiative consists in having inserted in the teachers' proficiency the component of process and plan facilitation that has some difficulties to be used practically, although it should be theoretically heritage of the profession. Another important element is the consideration that the presence of several actors and the beneficiaries' active participation in a didactic project are essential to guarantee the success of a project and to go out from the <i>auto-referenzialità</i> which very often the solitude of the profession leads to. Another essential element is the practical use of that was arranged in the training seminars, since the possibility of feedback of the action was the feedback from the protagonists of a laboratory activated in every school institute.</p>
<p><b>TEACHERS TRAINING ON THE PROCESS MANAGEMENT</b> (MIUR expert)</p>	<p>An important element of innovation of this initiative consists of haveing introduced in the teacher professionalism the compnent of process management and project elaboration. Evn though these elements are part of the professionalism, they are rare, actually. These best practices represent an important innovation in the school world because: 1. They start from real problems and let them to plan in little time a project to solve them. 2. They stimulate an integrate way. The difference of approach and the plurality of the points of view enrich the solution of the problem. 3. They give teachers elements of elaboration of their own actions, considering the students as important resources in the process. 4. They redefine the relationship among teachers in a positive manner, because they all work in the same community to solve common problems. 5. They give shortly elements of evaluation of actions performed and define corrective actions to be undertaken in order to reach the goal.</p>
<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>The innovation is written in the phylosophy itself of the conceptions of programmes: 25% of new activities each year to guarantee a constant adaptation to the needs and aspirations of yougsters: - both new element with respect to initial training and new paractices and new methods in the</p>



	traditional contents.
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fashion Design - Bulgaria)</p>	<p>Usually in the school, the lessons take place with the auditory only of the students and the teacher, so, all the success or failure of the teacher remains within the classroom. The "open-door" lesson breaks the borders of this model and makes the work of the teacher transparent. For all the participants this type of lesson is generator of new ideas- for didactic methods, for the relations between the teacher and the students and between the students themselves.</p>
<p><b>ART DIDACTICS</b> (“Valetio” High School Ios Cycladi Grecia)</p>	<p>Workshops, open discussions, realistic dealing with all topics, debates, various methodologies</p>
<p><b>SECUNDARY TEACHER / IN-SERVICE SECUNDARY TEACHER /TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)</p>	<p>As regards the transference of teacher training contents, we can say that they are being incorporate in the curriculum and professional teaching practice. This has a positive impact on teaching and learning quality. The coherence aspect is view in teacher training contents come up from: _Teacher training necessities expressed by teachers from the institutions. This is an indicator of the coherence between teachers necessities and training actions. - Action Plans from the in charged institutions. Concerning efficiency, we consider that the developed teacher training Plan fulfill the set goals and social, institutional and personal necessities. However we are conscious that the transferring process is complex to analyze due to the personal dimension involved. Regarding sustainability, we can conclude that actions has a continuous and systematic process, counting with the support university and secondary institutions.</p>
<p><b>DIDACTIC OF MATHEMATICS AND SCIENCE</b> (Lycée Theoretique “Neagoe Basarab”- Romania)</p>	<p>Innovation produced in</p> <ol style="list-style-type: none"> <li>foreseen context: integration strategies of methodologies in the Rumanian school;</li> <li>key-groups: pre-university teachers;</li> <li>educative system of reference: Rumanian Education System for pre-university teaching;</li> <li>use of ICT among teachers.</li> </ol>
<p><b>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND</b></p>	<p>The new aspect of this intensive session of information and emotional touch HIV/SIDA is represented by a good structure of knowledge and diversified and attractive</p>





<b>CALARASI DISTRICTS</b> (SCHOOL Nr. 1 Romania)	presentation of them, fact that made possible a maximum efficiency learning.
<b>PROGRAMME OF CURRICULUM RATIFICATION</b> (The Theoretical High School "Neagoe Basarab – Romania)	The products achieved by teachers, at the training courses, could bring new contributions to the diversification of the teaching and evaluation methods
<b>EDUCATION MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" – Romania)	Methods and processes: - phase A training, phase B evaluation, phase C certification – organization - key-actors coordination – departmental preparation centre.
<b>HUMAN RIGHTS</b> (L'Ecole 2, Oltenița, Romania)	Sensibilisation of students for different problems of refugees.
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LEARNING PROCESS</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)	The Rumanian scholar system is able to chose and use the best methods regarding the motivation and the behaviour of students for create an educational tool where the positive social interaction, the intrinsic motivation and involvement are encouraged in the learning act, so that the scholar success to be sustained.
<b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)	The application of Cooperative Planning as work method.

## 7. NOTES- ELEMENTS OF INTEREST

<b>ATLAS</b> (Scienter)	ATLAS has won several prizes: First prize for the best e-learning initiative in 2004 in Iberoamerica (Gran premio Tecnonexo 2004). First prize FUNDETEC 2005 in Spain. Finalist and special mention at the Stockhom Challenge award 2006 in the education category
<b>MANAGEMENT TRAINING FOR</b>	The most problematic aspect which was found in the experience was related to the use of the computer and internet.



<p><b>TEACHERS</b> (Univ Studi Roma Tre - Italia)</p>	<p>As a matter of fact, a high teachers' amount showed a high resistance to their use, besides a lack of the basic IT competences.</p> <p>The most important aspect of the experience, which enables to consider it a good practice, is the possibility to transfer it in an easy way in other European realities. As a matter of fact, he majority of the training contents is not linked in a specific way only to the Italian reality, because in the majority of the European nations the school autonomy is a well consolidated reality and therefore it is necessary, and for a part of teachers the assumption of management and organization competences and responsibilities.</p>
<p><b>E-MUSICNET</b> (Univ Studi Roma Tre - Italia)</p>	<p>The focus of this case is the students' training.</p> <p>Interesting elements: Collaboration, Planning, Dynamic and creative use of the ICT, Centralizing the training as life project, attention to the individual and shared vocations.</p>
<p><b>ETT CAMPUS</b> (Scienter)</p>	<p>Attention to users needs from the design stage: and end users need survey dedicated to the desired features of a virtual campus for teachers and trainers has been carried out, involving more than 500 end users. Feedback of users has been taken into consideration in view of the improvement of the learning experiences and the sustainability of the virtual campus that has been set up. Set up of a formative evaluation task force: formative and summative evaluation has been an on-going activities during the project lifecycle Emphasis on the human factor: It has to be considered that the audience have either no experience or negative experience of Virtual Campuses, (in many cases due to lack of human interaction). Presential sessions have been organised at national level, so to introduce a blended component and interaction among users through forums and chat has been fostered. Concern for sustainability</p> <p>The main activity after the successful implementation of the learning experiences is to discuss and implement sustainability action plans for the last 6 months of the project.</p>
<p><b>FORTIC</b> (Univ Studi Roma Tre - Italia)</p>	<p>The most important aspect of this experience, which let us consider it as good practice, is the possibility to transfer it easily in other European realities. All the contents of the training are not linked to a national reality but are related to standard software and hardware procedures.</p>



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<p><b>PEDAGOGICAL LICENCE</b> (Scienter)</p>	<p><b>ICT</b> The course model was transferred to other European countries successfully.</p>
<p><b>DIDACTIC ITALIAN L2</b> (IRRE Toscana)</p>	<p><b>OF</b> Great space to the group work and to the production of didactic materials which were experimented with the students. Use of the discussion forum that facilitates the communication amongst the teachers which don't operate in Tuscany but in other places and the material sharing. Training course economizing which used in part the internal competences of IRRE. Creation of a community of learning/development of relationships amongst teachers / possibilities of meeting amongst teachers from different areas in Tuscany. Selection of the participants and non compulsory training. Alternating of "in loco" and "in the distance" training. Possibilities to test immediately the training relapse through the experimentation of the materials in the classes.</p>
<p><b>LIFESTYLES – THE SCHOOL PROMOTING HEALTH</b> (IRRE Toscana)</p>	<p>Training contents and methods: fulfilling the teachers' needs, aiming the competences development, and following the actual innovation and development needs of the teaching-learning processes.</p>
<p><b>TEACHERS' TRAINING IN THE USE OF TIC</b> ("Valetio" High School los Cicladi Greece)</p>	<p>Training of a high number of teachers. IT lessons increase by teachers of different subjects. Collaboration of all the actors involved in the education disciplines (Ministry of Education, teachers, pedagogical institutes, training services, scientists, students).</p>
<p><b>TRAINERS' TRAINING</b> (ISPEF)</p>	<p>1. transferability contents and experiences of the teachers' proficiency, of the education methodologies, of the training evaluation and of the docimology. 2. the coherence with an innovation course of the quality improvement of the teachers' proficiency and of the training system inside the school. 3. the efficiency of the development results of the training course of the students through a combined approach at a psycho-pedagogical level between teachers and trainers' trainer. 4. the efficacy reaching the training goals decided by the School system.</p>



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<p><b>"DOING SCHOOL" – PROVINCE LABORATORY FOR THE IMPROVEMENT OF THE TEACHERS' PROFICIENCY QUALITY</b> (ISPEF)</p>	<p>1. transferability as methodology of the Research-Action and of the Problem Finding can be applied to whatever theme which we want to intervene on in planning terms and the features of teachers' proficiency given during the initiative can be transferred without any problem from the Research-Action and planning Problem Finding methodology to the everyday reality of teaching. 2. the coherence because the logical scheme which has been reached as activity of the Research-Action and Problem Finding presents all the problematic elements related to the reality in which it has been identified and the project has the aim to overcome that particular problematic situation. 2. the efficiency because the given method and the proficiency elements enable to focus the didactic interventions in terms of synthetic planning of participated research, optimizing processes which usually have a low efficiency. 4. the bearableness because the proficiency elements live throughout the situation in which they have been supplied, that means the teacher's conviction of the necessity of these elements, to follow the new requests of the school world, works on one hand as support and improvement of one's own situation and on the other hand as a positive influence on other colleagues and on the school environment in general.</p>
<p><b>TEACHERS TRAINING ON THE PROCESS MANAGEMENT</b> (MIUR expert)</p>	<p>Some elements are important in the chosen best practice. 1. The portability: the GOPP methodology is applicable to any theme, which is to be faced by means of a project and the characteristics of teachers professionalism give by the initiative can be easily transferred from the GOPP planning laboratory to the daily teaching environment. 2. The coherence: the logic frame reached by GOPP laboratory activity contains all the problems of the situation in which the project is going to intervene to solve them. 3. The efficiency: the given method and the element of professionalism allow to focus the didactic actions on the planning conciseness, participated research, optimizing processes which otherwise have a low efficiency. 4. The sustainability: the elements of professionalism last beyond the situation where they were given; in fact, the teachers persuasion that he needs them to be in synthyony with the new answers of the school world both acts as a sustainment and improvement of his didactic action and has a positive influence on colleagues and on the scholastic environment in general. An other importan element is the consideration that multi-acting and active participation of stakeholders in a didactic project are essential to guarantee the success of the project and not to be referring to itself, as often is the case because of the solitude of the job. Finally, very important is to have applied what had been</p>



	<p>organized in the training seminar, having a feedback from the protagonists of the laboratory activated in each school.</p>
<p><b>MULTI-SUBJECT STAGE OF SCHOLASTIC PHYSICAL EDUCATION</b> (SIREAS - Belgium)</p>	<p>National context (French Community in Belgium) limited to the network of catholic schools (that is about the half of the school system). Promoters: CUFOCEP (Universitary Centre for the Continuous Training in Physical Education), which belongs to EDPM (Education for Movement) unity of the Physical Education and Rehabilitation Institute of Catholic University of Louvain. The stage is portable: the experience has been reproduced in France in different places (Britain, Loire) with the collaboration of a great number of Belgian trainers. The stage is coherent with initial training and school programmes. As well, it is coherent with the objectives of personal and professional development of teachers: every activity develops with the hope to meet the this double objective: - the stage effectiveness has been widely proved by the published surveys and the studies. – The durability fo the stage is evident: it repeats after 24 years with the same success, thanks to its coherence and its effectiveness, and also to voluntary renewal of 25% of the activities each year.</p>
<p><b>"OPEN-DOOR" (DEMONSTRATIONAL) LESSON</b> (Professional School of Fahion Design - Bulgaria )</p>	<p>Transferability-the knowledge and the demonstrated skills can be transferred very easily in the other teachers' practise. Coherence-elements from the experience of one teacher are transferred into the work of another or, in other word-exchange of experience between people with the same profession. Efficiency is very high because of the direct transferability of practice experience in a real situation. Sustainability of that practise is without borders-a teacher can make an "open-door" lesson whenever.</p>
<p><b>ART DIDACTICS</b> (“Valetio” High School Ios Cicladi Grecia)</p>	<p>Good organization, rich content, excellent speakers, efficient methodologies for dissemination</p>
<p><b>SECONDARY TEACHER / IN-SERVICE SECONDARY TEACHER /TRAINING AND PROFESSIONAL TRAINING 2004 -2005</b> (Education Sciences Institution – ICE Spain)</p>	<ul style="list-style-type: none"> <li>• Teacher training models must consider teacher`s necessities. Being the base of an effective curricular design.</li> <li>• Attending diversity and complexity of educational reality</li> <li>• Proposing assessment activities based on developed projects carried out in institutional realities.</li> <li>• Understanding teaching practices and vivid problems as elements of consideration during the development of training actions</li> </ul>



<p><b>DIDACTIC OF MATHEMATICS AND SCIENCE</b> (Lycée Theoretique "Neagoe Basarab"-Romania)</p>	<p>Application of knowledge in practice. Collaboration of key-actors in Education (Ministry of Education and Research, National Service of Evaluation and Review, scientists, etc.) – the preparation of teachers to the rythm of development of society.</p>
<p><b>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS</b> (SCHOOL Nr. 1 Romania)</p>	<p>The assimilation at high qualitative level of knowledge and practical actions about the personal and social impact of HIV/SIDA, with large possibility of transfer to pupils/students. It approaches in a modern and efficient way a serious problem of general interest, offering concrete solutions of improving the situation.</p>
<p><b>PROGRAMME OF CURRICULUM RATIFICATION</b> (The Theoretical High School "Neagoe Basarab – Romania)</p>	<p>Although the Romanian trainers have had little experience in the field, they managed to offer a support for a good course and an adequate technical support -the knowledge application at the courses -the presentation of data and complete and concrete situations at European level</p>
<p><b>EDUCATION MANAGEMENT</b> (Groupe Scolaire "Nicolae Bălcescu" – Romania)</p>	<p>Application of knowledge in practice; collaboration among decision makers and the education and management actors; - the preparation of principals to the rythm of development of society.</p>
<p><b>HUMAN RIGHTS</b> (L'Ecole 2, Oltenița, Romania)</p>	<p>Presentation of chances and concrete situations to create a level of behavioural attitude, a positive human model to an European level.</p>
<p><b>TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION DANS LES PROCESSUS D'APPRENTISSAGE</b> (Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)</p>	<p>The acquisition of a large competence for a lifelong learning: team work, information acquisition and processing, communication, rational organization of work time schedule; presentation methods.</p>
<p><b>TRAINING IN SERVICE FOR TEACHERS OF RUMANIAN LANGUAGE AND LITERATURE</b></p>	<p>Identify the causes of insuccess in a group of students and the elements of interest which are able to influence the members of the group. Identify the competences of teachers in the context of chagement of their role in the knowledge society.</p>



(Le Groupe Scolaire "Ioan C. Stefanescu" Iasi-Romania)	
<b>COOPERATIVE PROJECT</b> (N.Titulescu" College Romania)	Establishing some quality macro-indicators , matching/comparing our educational system with other European educational system



Attached document

***STRUCTURE PRESENTING  
 THE SUCCESSFUL CASE OF TEACHERS' TRAINING***

Place and date	
Name and signature of the person who fills in	
Institution of the person who fills in	

DESCRIPTION OF THE EXPERIENCE

1. Name of the study case

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2. Country/town

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3. Reference context/typology of initiative (ie. EC/national program, regional initiative, etc.)

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4. Involved actors(nature and name of the promoter and of the distributing or starting institution of the experience/learning experience; main categories of the actors involved in the planning and distribution phase, public/private or commercial partnership supporting the initiative.

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5. Reasons which originate the learning initiative/experience – needs fulfilled by the initiative/experience

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6. Initiative typology/ learning experience (initial training process – introductory or continuous / compulsory or optional training process)

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7. Funding (if foreseen)

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8. Aims and goals

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9. Recipients (dimensions of the participants group; socio-cultural features; professional profile/features; description of the taking-in process, etc.)

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10. Start and end date (if the experience is over) and duration (hours)

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11. Contents and how knowledge is created, transmitted, maintained and learnt

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12. Used didactic strategy (ie. Auto-learning, collaborative learning, video lesson, blended learning, etc.) and learning modalities (one by one, one – many, collaborative)

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13. Modalities of distribution (ie. participation rules, bonds and reference values) and role of the different involved actors and participants.

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14. Role of the didactic resources (consultancy / technical support)

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15. Kinds of supplied services (how they have been measured and showed to the audience)

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16. Achieved results

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17. Modalities and typology of evaluation and certification of the results/learning (if foreseen)

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18. Modalities and evaluation typology of the satisfaction/likening of the participants

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19. Changes that took place during the realization of the experience/evolution (in terms of aims, activities, recipients, use of the technologies, etc.)

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#### TECHNOLOGIES

20. Used technologies

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21. Role carried out by the technologies (communication modalities amongst the participants, etc.)

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#### IMPACT

22. At a macro level (if important): impact at a local, regional, national etc. level

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23. At a micro level: impact on the recipients/participants, students, schools, etc.



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24. How the impact was measured

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25. Innovation elements (as regards context, recipients, reference education system, use of the technologies, methodologies and processes, organization, etc.)  
Fill in this part only if the learning initiative/experience shows innovative aspects.

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26. Elements of the good practice (ie. Transferability, coherence, efficiency, etc.)

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27. Elements/main reasons of the success of this study case (why this experience / initiative has been chosen)

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28. From the analysis of the initiative/experience point out the key elements useful for the definition of the DI.SCOL.A model which we are going to develop in the next phase.

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