


Scoala Primara EuroEd

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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Other (Specify)

Fields of action :

SMEs Youth Universities Public Authorities
 Equal opportunities Schools Unemployed

Description of the organisation

EuroEd Primary School includes a Kindergarten founded in 1995 and a primary school founded in 1997. Both are accredited by the Romanian Ministry of Education. It promotes the European dimension of education which has become part of the ethos and culture of the school. Therefore, it mainly encourages multiculturalism and multilingualism by providing education to children of different nationalities or belonging to different ethnic groups. Thus, even since the preschool age, by getting acquainted with cultural and linguistic diversity, the children acquire new skills which will help them to adapt to different contexts and situations. Without being a big school in terms of size (there are only 180 children in the school and about 125 in the kindergarten and 35 teachers) the institution boasts a very innovative methodological approach and is appreciated for its school ethos.

The innovation management at the level of the school is being facilitated by the participation of the school staff in many EU projects. As a result of this activity the organization has been awarded three times the European School distinction given by the Romanian Ministry of Education in a very competitive national competition which takes place every 3 years. It is also very innovative in introducing CLIL elements in the teaching process. One of the particularities of this institution is the intensive study of foreign languages: English, French, German and Chinese. The linguistic skills children acquire are important for both their own development and their participation in language contests/ exams etc. They take part in the Cambridge exams for young learners which our institution organizes. It is also worth mentioning that our school was the first to have introduced these exams in Romania 11 years ago. The modern approach of learning a foreign language using the CLIL methodology has been used in the institution for the last 5 years and it has been approved by the regional School Inspectorate. Henceforth besides having courses of FL during their weekly programme the pupils learn handicraft, PE and sciences taught in English. Regular programmes of educational internship from UK, USA, and France are being invited to assist with the educational activities. Many extracurricular subjects (ICT, photography, basketball, intergenerational learning activities including learning of foreign languages in the family by both children and parents/grandparents under the monitoring of school experts), are being offered to the pupils. The extracurricular electives are being selected in an open dialogue with the pupils' families. The families are very active in most of the strategic decisions including concrete instructional, educational or pastoral components of the school activities.

The school managers aim to identify the needs of community, innovative trends in education, to access European funds in order to finance innovation and excellence in education, social inclusion and to support the tradition of national and international partnerships.

EUROED School's main objective is to develop an appropriate environment, by giving the children the chance to develop according to their own skills and personalities. We strive to build each child's success in the direction he/she can perform best. We provide continuous monitoring of children's school progress and encourage parents' involvement. In this way, we offer the children a good starting point in their educational process by not only developing a sense of self-awareness but also helping them to learn to appreciate those who are different from them. Developing a positive and self-confident attitude is one of the main objectives of our education to help the child be open-minded and able to communicate naturally in various situations and linguistic codes and in different cultural contexts.

Experience of the organization in previous European projects

The EuroEd Primary School, along the time, was involved in various EU projects and partnerships to support the development of skills to design inclusive learning paths through the use of multimedia languages, mainly visual, able to reduce the social, cultural, cognitive and emotional distances of students. EuroEd School has a vast experience in the training programmes organized for teachers and trainers on study support on imaginative and flexible methodologies, including latest ICT technologies, and in-built quality assurance mechanisms aimed at motivating teachers and trainers into producing an enriched and more stimulating study support curriculum for their own school.

As full partner EuroEd implemented projects like
PreEdTech – Digital education for preschool teachers
TECPC - Together Everyone Can Prevent Cyberbullying
CAVE - Communication and Visual Education in homeschooling
SCHOOLS GO GREEN- Developing a school approach for environmental challenges
Experience a tale - Human feelings in stories and tales in a multicultural context

Webs of Stories - Improve the literacy skills
Art against bullying - Positive Attitudes Positive Behavior Positive Outcomes

As associated partner, has been involved in (a selection of projects):
SMILE Scaling up the Model for Inclusive Learning in Europe
Digital and Distance Teaching and Learning in the post Covid-19 Era
INclusive CREativity through Educational Artmaking
REFE - Reducing the Ecological Footprint through Eco-awareness
CLIL4S - CLIL for STEAM

Experience and Expertise of the organization in the project's subject area

Communication And Visual Education in home-schooling (CAVE), 2020-1-IT02-KA226-SCH-095188. The main aim of the project is to provide basic and transversal digital skills to teachers for a transformation of teaching methodologies by emphasizing the opportunities for relationship and participation that online platforms offer.

Digital and Distance Teaching and Learning in the post Covid-19 Era (Di2Learn), 2020-1-PL01-KA226-SCH-095530. The main aim of the project is to support educators/teachers working with vulnerable groups of students to meet the demands of providing their activities on-line through various channels and means, while ensuring quality of formal learning, sustainability of student involvement and recognition of the contemporary types of learning.

Promoting Technology Enhanced Teaching in Primary Schools. The primeTECH project addresses the need in EU policies for high quality teachers able to innovate using ICT and for improved data on their digital competence which can lead to inclusive education.

Contributions that can be provided to the project

For the efficient implementation of the project EuroEd will bring the following competences:

- experience in European projects
- experience in developing non-formal learning methodologies, instruments and activities, especially for learning languages
- experiences in language teaching and language experts (Language Center since 1992)
- experience in developing trainings through innovative and interactive methods
- experience of increasing the quality & the relevance of teacher training for the early childhood & primary school education via developing, testing & implementing innovative educational practices related to learning spaces pedagogical approaches to educate children aged 0-10/11 (2018-1-RO01-KA201-049545)
- experience in projects and partners in networks dealing with language learning at an early age (229633-CP-1-2006-1-ES-Lingua-L1; 135124-2007-UK-KA-KA2MP, LLP-LdV-TOI-2007-BG-166013)
- specific expertise for projects on CLIL (135377-2007-FI-KA2-KA2NY)
- experience in the training programme organized for teachers and trainers of study support on imaginative and flexible methodologies, including latest ICT technologies, and in-built quality assurance mechanisms aimed at motivating teachers and trainers into producing an enriched and more stimulating study support curriculum for their own school

Reasons of involvement in the project

Our school's focus on early education and preschool years is important because this is the time when children develop rapidly, and if the developmental process is neglected at this stage, it is much more difficult and costly to make up for these losses later. Preschool education is the first stage of preparation in formal education and for formal education.

Our teachers know very well the expectations of parents and the elements which are most appreciated by children and their parents. They consider that the activity carried out respects both the particularities of the educational alternative they practice and the curricular norms provided for the national education system. Although we are aware that assessment seeks to support the child in overcoming his or her own limitations and obstacles, with great importance in self-knowledge, self-education and personal development, a digital

portfolio, with shared experience from other teachers would be beneficial for all the actors involved in the educational process and provide a more meaningful learning experience.

Focusing on early education and preschool years is important because this is the time when children develop rapidly, and if the developmental process is neglected at this stage, it is much more difficult and costly to make up for these losses later. In kindergarten, all the activities that take place with the children represent learning experiences for children, from integrated activities (focused on certain objectives and contents) to moments of routine or transition, which strengthen certain skills, abilities that contribute to autonomy child, social coexistence, health, hygiene and protection, but can also expand knowledge and experiences gained through integrated activities.

In the current conditions, the importance of preschool education is amplified, determined on the one hand by overworked parents, some of them gone abroad, or the situation of those from vulnerable families, and on the other hand, the requirements of the cycle. Primary education already requires some knowledge and skills that children need to possess. The concept that the child is a unitary whole is based on the widely accepted principle that all areas of human growth and development are interconnected. None of the aspects of development are self-evident, and all skills, no matter how simple or complex, reflects the interrelationship of skills. But without a proper training and comprehensive resources, this process can be difficult. We need to stimulate the desire and need for knowledge, and provide our staff with general information but also important landmarks, both theoretical and practical.

Contact Person's Experience and Expertise

Andreea Ionel, is project manager coordinator at EuroEd Foundation. She holds a bachelor and an MA degree in social work. She is presently an international project coordinator, with 13 years of experience, having managed several projects implemented by EuroEd Foundation (Grundtvig, Lingua, Leonardo da Vinci, Phare, Erasmus+ and other tenders). She has an extensive experience in writing, managing and implementing EU projects in various fields, including expertise in financial reporting and dissemination and exploitation of project results; and a wide experience in organizing events/conferences and preparing and delivering public presentations and trainings at national and international level.

Andrei Bordeianu, graduated from Gheorghe Roșca Codreanu National College, in 2019, Philology profile. In 2022 graduated from the Faculty of History at UAIC Iasi, obtaining a bachelor's degree and currently is student at the Master's degree organized by the same Faculty: Institutions and Ideologies of Power in Europe. Working as project assistant since 4 months at EuroEd School/Foundation, performing various tasks: coordination of ongoing projects, translations, document management.