



DESCRIPTION

MOTIVATION

The idea of a project on fashion comes from the common ground of the two partner schools. We both have fashion and retail trade courses in our schools, and we are strongly convinced that it is very important to educate our students to have a deeper and more conscious insight in the field of fashion, a leading sector in the economy of our two countries. Today fashion is not just creating amazing garments, it is creating garments in a world that is experiencing a dramatic situation, with exploited workers, with a devastated environment, exploited natural resources, a nature that rebels against man and imposes its own rules, as the coronavirus pandemic is demonstrating. Our students must become aware of the consequences of our actions, and in particular of the consequences of the textile industry and of fast fashion. This issue will be implemented in most school subjects and included as an integral part of school curricula.

Our schools also feel the necessity to develop key competencies. In fact, all actions taken by our schools individually in the past have not given the expected results and despite our efforts to develop key competencies, students still face many difficulties.

In particular, we have noticed students' specific problems in the field of communication in foreign languages, learning skills, mathematical and also digital competences. The teachers are not always adequately prepared to develop these competences. Within the project, the necessary courses for teachers will be organized and students will attend classes developing key competencies.

Actions focused on learning organized during the project will use innovative teaching methods and technologies. Thanks to the implementation of the project, students will have an opportunity to learn effectively in accordance with the curricula of foreign languages (English), Design, Economics and Marketing, but also Mathematics, Technology, Science and Art, which are functional to the implementation of the project. Lessons will be not only in face-to face classes, in fact an extensive use of online teaching will allow to have mixed classes of French and Italian students at the same time.

Thanks to the funding received, our schools will give students the opportunity to participate in meetings with experts and professionals, as well as in workshops and activities during which they will acquire the necessary knowledge, develop key competences and creativity.

With the experience of Covid-19, we can really observe that our students are in unequal situations in terms of Internet access and information and communication technology. This project will thus give the opportunity to work the skills at school and think altogether about solutions for the most disadvantaged.

Teachers who have acquired new skills and improved their teaching methods will ensure a long-term effect of the project by implementing curricula during the project and in future years.

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OBJECTIVES

This project is a way to deal with environmental problems and to make the students aware that their personal behaviours (like their shopping habits) but moreover their future job will really have an impact on the climate and on the labour conditions of other countries. Lycée des métiers LA SOURCE is a green labelled school, our objective is to think about how we can have a positive impact in the world when we wear, buy, sell and produce clothes. Environmental education is clearly a way to work on the civic engagement of our students and to think about their civic participation to climate change and to the improvement of working conditions in the textile industry. *French students have already started to think about fast and slow fashion. Some students are aware of the negative consequences of fast fashion but they regret that eco-friendly brands are either too expensive or not adapted to their style. This debate will be extended to all the students of both schools and the issue will be analysed more deeply, we will try to find solutions to the problems raised by students and frame good practices to adopt as citizens and future employees of the textile industry.*

In order to accomplish this objective, we will enlarge our work and think about fair trade in the textile industry in general, we will scrutinize the consequences of fast fashion and we will think about better ways to buy, produce and sell clothes that will be green, but also fair and ethic. Finally, we will exchange good practices. The specific objectives of the project are the following:

- increase environmental awareness and expression among project participants and local communities. At least 5 local events focused on the topic of Fast Fashion and Green Economy will be organized by each partner during the project in order to think about, implement and exchange good practices and experiences;
- develop civic engagement, responsible citizenship and entrepreneurship in students;
- raise the level of education in most subjects, e.g. foreign languages, mother tongue and subjects such as Design, Economics and Marketing. The results in these subjects at the end of the project will be increased;

Classes on the subject of Fast Fashion will be part of the curricula in partner schools. Classes will be based on the use of innovative teaching practices, taking advantage of digital technologies, participants will be stimulated to act and will become more active in the learning process. By developing key competences, teenagers will be given new tools to learn and to acquire knowledge in the present and, hopefully, in their future education; in this way they will have more options of career in their job.

The material produced by the students and teachers during the project and published in the partner school websites and project website, will provide teachers and other educators using those resources with an opportunity to implement e-learning and blended learning.

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PLANNED ACTIVITIES

The activities planned will permit our schools to achieve our objectives.

At the beginning of the project, there will be a training event for teachers in the field of developing key competences and applying modern technology in the didactic process. This event is fundamental as teachers meet in person for the first time, besides they can decide the last details of the implementation of the project. 3 representatives from partner institution will participate. Soon after, training sessions for fellow teachers will be organized in each school, to disseminate the results and transfer skills. In this way, it will be possible to train many teachers from each partner school.

After this there will be a workshop on using eTwinning and Twinspace effectively. Many students and teachers are already using the platform, but it will be necessary to enlarge the number of people using it. It will be another opportunity to develop key competences and the application of innovative practices in the field of information and communication technology. Another consistent phase of the project is short-term youth exchanges in partner school, there will be two every year (one in Italy and one in France) during which teenage participants will take part in the workshops and learning events organised in the hosting school.

Participants will be able to meet local partners and will benefit from the experiences of their hosts.

15 students representatives and 3 teachers from partner school will attend each exchange. These short-term exchanges will focus on different topics.

Shall we put this in C1 or C2? Main activities will consist in working on consumer products and fibers, testing and comparing them (green or non green, comparison of price, quality, etc), in creating documents (like a manifesto of our human and ecological values I don't remember what we said about tests, that's one part we wrote with my colleague, maybe tests on fibers, tests on green or non green garments); we will meet experts from green labelled brands, who will come and speak to our students, and will visit committed factories or museums. Taking part in learning events, students will greatly benefit: they will develop and acquire new competences, especially communication in a foreign language, science competences, and social competences. *They will be able to compare the school curricula of another country.* They will also deepen their knowledge of

the problems connected to Fast Fashion and visit companies adopting measures for a sustainable Fashion. Teachers also will benefit from the experience, in fact they will have the opportunity to take part in job shadowing in the partner school, share their knowledge and experience, as well as develop language skills.

After the short-term youth exchanges there will be a second teacher training event, which will include workshops on effective dissemination of results and sustainability of the project. Teachers and project coordinators will inform students and teachers from local schools and educational institutions about the project results, in this way the overall impact of the project on the local communities will be increased.

The project will finish with a variety of dissemination events in the partner organisations, with the creation of a Vademecum of Best Practices to be adopted in both schools and to be sent to all the fashion schools of our regions, companies and businesses operating in the field, and the publication of an ebook on the different scenarios of the textile industry in the future.

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ETWINNING 1

Our partnership results from eTwinning. We have met on the platform and our two schools have worked several years together.

An eTwinning project has already been started this year, although, because of the lockdown, we have not had the opportunity to work on it extensively with our students. It will be proposed again next year.

The eTwinning platform is extremely functional for all its users.

- Students will post (and have the opportunity to access to) all sort of materials they will have produced: photos, presentations and video materials illustrating their work during the various phases of the project.

- Teachers will find guidelines for a creative approach to the subject, experiments and completed mini-projects, they will develop skills to apply innovative technologies and teaching methods by participating in online training courses offered on the website.

However, the eTwinning platform will not only be a precious repository of the project materials, but also a virtual place where students and teachers can meet and communicate, get to know each other and exchange ideas and feelings. Although students tend to prefer other platforms for communicating with their peers (e.g. Instagram, Snapchat, Whatsapp) we will invite them to use this platform because it is definitely much safer and more controllable environment, *giving them responsibilities to post but also to read answers and communicate about the common work within the school.*

ETwinning platform will show how our students are really a source of ideas and motivation, but we need to give them opportunities to think and means to act.

We will continue to use it to share our tests (on the pages of the Twinspace), to share our skills and experiences (in chat rooms, in online meetings) and save our results.

We must also remember that all the material produced by our project will be available to all the teachers of the large eTwinning community.

We will use the platform resources as much as we can.

1805/

ETWINNING ONGOING PROJECTS

We have exchanged on a first project thanks to eTwinning and we have created a padlet to post our results. Students have introduced each other, have exchanged monthly on a topic like Venice Carnival or Open Doors of the school.

In February 2020, our new project was registered on ETwinning. It is called "Fair trade in textile industry: How to be green, ethic and fair?" n°216189

The students first present themselves and their schools . Unfortunately, Covid-19 makes it difficult to work with our students and we will **have to** delay our planning, but we **are trying** to make this platform a way to cooperate and to be unified against this global pandemic.

For the moment, we could only post a few works of students.

Next year, students will work on eTwinning platform to post the results of their tests and assessments, their common manifesto of human and environmental values, their actions (like the letters suggested by Fashion Revolution @fashion brands #Whomademyclothes #what'sinmyclothes). They will post their researches, their examples of good practices and experiences, their posters and mottos.

1312/

PARTICIPANTS

The participants of the project are mainly the students and the teachers of the two partner schools.

Students aged 15-18 will take part in all the activities of the project, in presence and online, at their school and during the short-term student exchanges. They study fashion or retail trade and are all concerned in two ways: as individual (with shopping habits) and as future professional working with the textile industry (manufacturing or selling clothes). Personally, they will be able to influence their friends (other classmates from school or personal friends), their families or maybe they could try to become lobbyists and act, for example, in the context of the Fashion Revolution week. Professionally, they will think about the impacts during the workshops, during their internships or in partnerships with professionals. Students will also have the opportunity to develop key competences and participate in innovative forms of education. This will allow them to have new education opportunities, help to continue their education and hopefully find good jobs in the future. Coming in contact with peers from a different country will help enlarge their minds, overcome prejudice, become more tolerant and self-confident at the same time, they will improve their language skills.

Foreign languages teachers (Spanish and English) are the coordinators. They will work in cooperation with teachers of other departments (e.g. sales, management, law and prevention, health and environment) to assess the situation (at school and in the companies where students do internships).

Foreign languages teachers will also search for good practices all over the world to be able to assess the environmental and labour policies of the companies and mostly to be able to exchange with our partner.

Teachers will be able to develop their skills and improve their own teaching methods by taking part in training sessions organised both at home, online and in partner school. They will have the opportunity not only to share their experience with teachers from another country, but also, thanks to job shadowing activities during partner visits, to get a deeper insight into the working life of their colleagues, acquire a different perspective on educators' experiences and *improve their foreign language skills*. Teachers will also learn about the school and fashion system of the partner country. *This will motivate some of them to take advantage of other European programs like KA116.*

Other participants will be students and teachers of local schools and representatives of educational institutions who will be able to use the results and good practices of our project to improve their level of education and their consumption standard.

Also the local community, students' families, fashion companies and businesses will participate in the activities organized by partner schools, support our action and enlarge our impact. *Some of them already support our action and accepted to enlarge our impact.* **2783/**

SUPPORT How many participants would fall into this category? **20**

All students of our schools will be given the possibility to take part in all the phases of the project, we will guarantee equal access for everyone and the integration of disadvantaged students and/or those with sociocultural and language deficits. Participating in the project activities could be an opportunity for these students to be more confident in their talents, to gain new skills, to have a positive attitude towards the school and education, and would provide an opportunity to continue in their studies and pursue a future career.

Therefore, first we will offer the possibility to the specialized teacher to participate in every step of our project (from work in class to the short-term student exchanges).

Secondly, we will make sure that those students can participate to the transnational activities if they wish to and if their parents approve it with adaptations like a lodging in the same accommodation network as teachers, with a special supervision etc.

Thirdly, both French and Italian schools welcome students with social difficulties or **different cognitive abilities**. So, we both know how to host them and teach them in the best way as possible, taking their difficulties into account, dealing with parents, with special needs and adaptations. This will reassure them.

1278/

Project Management and Implementation

TASKS AND RESPONSIBILITIES

The following division tasks and responsibilities has been agreed upon by the partner schools with an intense exchange of emails in the phase of preparation of the project.

1) Lycée des métiers LA SOURCE will be responsible for:

- creating a Twinspace in February 2020 and possibly in September 2020, for communications among students and teachers
- setting up social media sites
- organizing the first training for partner school teachers about development of key competences, the use of modern technologies in teaching process
- preparation of questionnaires for the recruitment of students and teachers for the project
- *search for families within the schools who would like to host Italian students*
- *search for the best accomodation near the school (in terms of quality, security and price)*
- creating a questionnaire on shopping habits
- preparing and conducting short-term student exchange focusing on the topic of "**Green Fashion**" in the first year and one in the second year

2) Istituto Ruzza will be responsible for:

- creation of evaluation surveys for students, teachers and families and evaluation results
- organising video conferences for teachers throughout the project
- preparing and conducting short-term student exchange focusing on the topic of "**Green Fashion**" in the first year and one in the second year
- organizing the second training for teachers of partner schools on effective dissemination and sustainability of the project
- publishing the e-book with the results of the project

In advance will be scheduled a road map of all activities and lessons between the coordinator teachers. Each school will select a school coordinator and deputy who will deal with the project management and implementation. They will communicate at least once a month in the way they consider most appropriate and effective (emails, instant messaging platforms, video conferences, etc.). Decisions will be made democratically.

All documents will be available at any time to all partners and their administrative staff. In every school there will be a separate budget line or bank account for the project. The bank account and the accountability of the budget will be under the responsibility of the project manager of each school, controlled by the financial administrator, the headmaster or administrative director. A spreadsheet file will be created to control the expenses and will be updated regularly.

In each school teachers who join the project will create an 'Erasmus group', there will be a constant communication among the members of the group by using e-mail, instant messaging platforms, mobile phones, and direct communication *to decide democratically*.

For the organization of the meetings

- Use of cheap airlines or trains *with low prices but also best times to arrive in the city to take advantage in the best way of the 5 days*
- Early reservation in order to get economic flights *or trains*

- Economic housing (some students will stay with guest families)

2666/

HOW DID YOU CHOOSE THE PROJECT PARTNERS? Does your project involve schools that have never participated in a Strategic Partnership? If yes, please explain how more experienced schools can support less experienced partners during the project.

The success of any project lies in a reliable harmonious team, capable of working together to get the aims they have set.

Our schools have a long history in Fashion, France and Italy are famous worldwide for their Couture Maisons, designers and, generally speaking, natural taste. We are long standing eTwinning partners, we have already worked *efficiently* together on other topics: *Students have introduced each other, have exchanged monthly on a topic like Venice Carnival or Open Doors of the school.*

Currently we are collaborating on fast fashion. We have therefore decided to enlarge our collaboration.

Istituto Ruzza has experience of Erasmus projects, Lycée des métiers LA SOURCE is labelled as an eco friendly school. This project is the environment where our expertise naturally blends, it will definitely bring many benefits for our students, teachers and for the whole communities, in historical and social moment very delicate and never experienced before. We will share experiences and, when necessary, provide each other advice and good practices.

926/

Do you plan to include **transnational learning, teaching or training activities** in your project?

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

Transnational Learning, Teaching and Training activities are a unique opportunity for the participants of a project to meet and to work face-to-face on a common theme. During a mobility teenagers will acquire soft skills like having a positive attitude and flexibility, understanding problems and devising solutions, communicating in a foreign language, being able to work in team, which are key competences of lifelong learning and also form part of the project. They will also better understand cultural and social similarities and differences of our European countries and will give them a sense of belonging to a larger community of a Europe we all are part of. The mobility experience will permit students to come into direct contact with the fashion businesses in the partner country, and to see by themselves a different reality, with many similarities and differences.

Staff training aims mainly at promoting innovation and internationalism in the approach to the theme of **Green** Fashion, jointly producing quality materials to be used in the implementation of the project. The exchange of expertise and experience, knowledge and good practices will be fundamental for the professional and personal growth of teachers too.

We will organize a meeting with students and parents to present the project and search for volunteers for the learning and teaching trainings. The participants will be selected according to their requests to be actively involved in the project, all students will be guaranteed equal access. We will make sure that all participants have a European Health Insurance Card, that the schools provide an accidents or cancellation insurance. Participants' safety will be ensured thanks to good communication between partners and the help of local travel agents.

We will organize another meeting with parents and students when the group of participants will be chosen to present the organisation of the exchange.

We will choose accommodation in collaboration between the 2 partners (choice of families or other accommodation if asked by the students' families). The schools will communicate during the project as we already do by e-mails or Internet (blog, padlet, etc). Students will be able to exchange through eTwinning, whatsapp or Instagram before travelling.

2273/

C1 Description of the activity: Eco-friendly fabrics Italy January 2021

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

A group of 15 students and 3 teachers from the French school will be welcomed at Istituto Ruzza for a short term student exchange. Together with the Italian partners, they will

- visit the school and the dress-making laboratories and compare them with own,
- present their works on the subject, produced in the period before the exchange,
- exchange the vocational experiences at school and in internships in the 2 countries,
- be engaged in activities and games in which they will be able to get to know each other and practise the foreign language (English or French or Italian),
- meet with experts and designers,
- take part in visit to local fashion companies specialised in the production of eco-friendly fabrics,
- perform scientific experiments with the students of the Chemistry Course of Ruzza to find out the characteristics of dyes used for the clothes they usually wear,
- study the marketing strategies used for promoting eco-friendly apparel, find the differences in the advertisements of these lines and popular fast fashion brands, role-play an advertising agency and create an advertising campaign of an eco-friendly brand for different media: TV, radio, magazines, internet, direct mail,
- practise peer teaching,
- get to know the Italian culture and history with visits to neighbouring towns
- establish a planning of workshops and experiences back home.

During the workshops, participants will cooperate in mixed groups working on the project and using modern technologies. All the results of the exchange period will be published on the school and project websites and on the project Twinspace.

We will communicate on the assessments with documents from the eTwinning platform.

At the end of the exchange period, all students and teachers will evaluate activities and mobility.

The expected results are:

- knowledge of the chemical composition of textile dyes and their effects on our health
- knowledge of the Italian habits, culture and history, for overcoming prejudice in favour of a deeper understanding of each other, to create a strong feeling of belonging to a European community,
- knowledge of the Italian school system and of some aspects of the Italian fashion production.

2166/

Does this activity combine physical mobility with virtual exchanges through eTwinning?

C1 Please explain how this will be achieved and what the expected benefits are.

Pupils will share, collaborate, discover, exchange on the world vision of the students before and after the works on the green industry. The work has already started in february-march 2020 in France with presentations of the school and students in France, vision of a documentary on Fast Fashion.

Students can discuss some details of the scheduled week to reassure themselves.

Before the meeting participating students will have met each other on Twins pace. All information and details of the exchange (program of the activities, links to website of companies, towns, etc) will be uploaded to eTwinning for a quick reference for participants and all the students in general.

A page on Twinspace will be dedicated to pictures and videos taken during the project activities, together with the results of the evaluation forms about the visit to Italy.

The Twinspace will be a way to communicate with the rest of the participants who do not take part in the trip to Italy. By using the eTwinning platform students will improve ICT skills and competence in the foreign language.

Students and teachers will post on TwinSpace their feedback comments on project activities, in this way all the 'extended' project group will be able to feel what the exchange is .

Since only a few representatives of foreign partner schools will participate in this short-term student exchange, thanks to the connection of the trip with a virtual eTwinning project, the entire community

of each partner school will be able to participate in the exchange.

Twinspace will also be a repository of student results, which can be consulted not only by the members of the group, but also by all the users of the eTwinning community.

The Twinspace will help to post researches and knowledge.

It is a dedicated environment where real-life experiences can be shared with fellow pupils.

1632/

How is participation in this activity going to benefit the involved participants?

Participants will be "ambassadors" for their schools. They will convey information to other students. This will increase their motivation about the topic and will readily react to the propositions according to the work done at home.

The experience will force them to develop their oral skills, to develop organisation and self reliance.

Team spirit will be developed when teens work side by side with partners, whether from same school or foreign school, cooperate, support each other even though maybe they have never worked together before.

Participants will see the entire process of fashion, from conception, to manufacturing to selling and advertising in a different perspective, which will be very useful both for their education and for their future career. They will also develop their key competences, working in international groups, staying in foreign host families, participating in classes conducted in English, and using modern technologies to report on undertaken activities and documenting the results produced. Students will use innovative digital practices in the field of education and will learn how the education system works in another European country.

Teachers who accompany students during the exchange will greatly benefit from the experience. In fact they will develop their language skills, expand their teaching methods thanks to the job shadowing activity, and will exchange experiences and good practices with teachers in hosting school. They will also learn about the fashion system a different country.

1530/

C2 Description of the activity: Fair Trade France april 2021

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

A group of 15 students and 3 teachers from the Italian school will be welcomed at Lycee La Source. Together with the French partners, they will

-visit the school and the laboratories

- take part in learning events. They will be able to compare the school curricula of another country with their own,

-present their works on the subject, produced in the period before the exchange in Foreign language

-meet with experts, local groups or labels Lycee La Source already work with. They will also deepen their knowledge of the problems connected to Fast Fashion and visit companies adopting measures for a sustainable Fashion.

-visit local companies which use/sell fair trade products,

-organize a week on fair trade. Teachers from French school will teach fair trade in English (in PSE: prevention of health and environment, in management and in the workshops). Workshops in English will be organized with (DNMADE) students about comparing and testing green fibres, the results of the researches will be shared with weavers students who are expert of green fibres and green labels

-be engaged in activities and games in which they will be able to get to know each other and practise foreign languages (English or French or Italian). For some students who lack confidence in English (but who are sometimes bilingual in French and Italian because of their immigration personal history), that will also be a time to enhance their competence in French or in Italian and put them forward to help the communication with guests,

-debate about the efficiency, the difficulties of the different experiences

-each school prepare a summary of all the actions
-get to know the French culture and history with visits to neighbouring towns *and Paris*
-establish a planning of workshops and experiences back home
-Students and teachers *will discuss how to* adapt the good practices in each country/ school/ context when it is possible, alternatively, they will discuss the reasons why good practices are not possible in the context of the school.

-Students will debate about the efficiency, the difficulties of the different experiences *and will choose a list of actions or events that could be taken home.*

At the end of the exchange, all students and teachers will evaluate activities and mobility. During the workshops, participants will cooperate in mixed groups working on the project and using modern technologies. All the results of the exchange period will be published on the project website and on the project Twinspace.

-practise peer teaching,

The expected results are:

-knowledge of the French habits, culture and history, for overcoming prejudice in favour of a deeper understanding of each other, to create a strong feeling of belonging to a European community,

-knowledge of the French school system and of some aspects of the French fashion production,

-knowledge of the main principles underlying Fair Trade

We will make a chart to assess the benefits of each action in both schools

3389 2341/

C2 Does this activity combine physical mobility with virtual exchanges through eTwinning?

Please explain how this will be achieved and what the expected benefits are.

Pupils will share, collaborate, discover, exchange *on the planned activities during the first activity in Italy.*

Before the meeting participating students will have met each other on Twinspace. All information and details of the exchange (program of the activities, links to website of companies, towns, etc) will be uploaded to eTwinning for a quick reference for participants and all the students in general.

A page on Twinspace will be dedicated to pictures and videos taken during the project activities, together with the results of the evaluation forms about the visit to Italy.

The Twinspace will be a way to communicate with the rest of the participants who do not take part in the trip to Italy.

By using the eTwinning platform students will improve ICT skills and competence in the foreign language.

Students and teachers will post on TwinSpace their feedback comments on project activities, in this way all the 'extended' project group will be able to feel what the exchange is .

Since only a few representatives of foreign partner schools will participate in this short-term student exchange, thanks to the connection of the trip with a virtual eTwinning project, the entire community of each partner school will be able to participate in the exchange.

Twinspace will also be a repository of student results, which can be consulted not only by the members of the group, but also by all the users of the eTwinning community.

The Twinspace will help to post researches and knowledge.

It is a dedicated environment where real-life experiences can be shared with fellow pupils.

1632/

C2

How is participation in this activity going to benefit the involved participants?

Participants will be "ambassadors" for their schools. They will convey information to other students. This will increase their motivation about the topic and will readily react to the propositions according to the work done at home.

The experience will force them to develop their oral skills, to develop organisation and self reliance.

Team spirit will be developed when teens work side by side with partners, whether from same school or foreign school, cooperate, support each other even though maybe they have never worked together before.

Participants will learn about Fair Trade and its enormous possibilities in today's world. They will see a different aspect of fashion, which will be very useful both for their education and for their future career. They will also develop their key competences, working in international groups, staying in foreign host families, participating in classes conducted in English, and using modern technologies to report on undertaken activities and documenting the results produced; Students will use innovative digital practices in the field of education and will learn how the education system works in another European country.

Both teachers who accompany students *and who welcome students* during the exchange will greatly benefit from the experience. In fact they will develop their language skills, expand their teaching methods thanks to the job shadowing activity. *Accompanying teachers* will exchange experiences and good practices with teachers in hosting school. They will also learn about the fashion system of a different country.

1523/

C3 Description of the activity: Fair Trade FRANCE NOVEMBER 2021

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

A group of 15 students (*different from the 1st activity in France*) and 3 teachers from the Italian school will be welcomed at Lycee La Source for a short term student exchange. Together with the French partners, they will

- visit the school and the laboratories and compare them with own,
 - present their works on the subject, produced in the period before the exchange,
 - be engaged in activities and games in which they will be able to get to know each other and practise the foreign language (English or French or Italian),
 - meet with experts or local partners (like French representatives of Fashion Revolution or school partners of this group)
 - visit to local companies which use/sell fair trade products,
 - organize a week on fair trade. Teachers from French school will teach fair trade (in health and environment, management and the workshops). We will organize workshops with (DNMADE) students about comparing and testing green fibres, *dying fibers with natural dyes (the project of Lycée La Source is to create a dye garden for its dye workshops within the school), the results of the researches will be shared with weavers students, costume teachers (one is trained in natural dyes)*
 - this week will be the opportunity to invite all sorts of partners : *Lycée La Source's French fashion school partner in Paris, cultural partners in Nogent and Paris etc,*
 - debate about the efficiency, the difficulties of the different experiences
 - each school prepare a summary of all the actions
 - get to know the French culture and history with visits to neighbouring towns
 - establish a planning of workshops and experiences back home
 - Students will try to adapt the good practices in each country/ school/ context when it is possible, alternatively, they will discuss the reasons why good practices are not possible.
- During the workshops, participants will cooperate in mixed groups working on the project and using modern technologies. All the results of the exchange period will be published on the project website and on the project Twinspace.
- practise peer teaching,
 - debate about the efficiency, the difficulties of the different experiences

We will communicate on the assessments with documents from the eTwinning platform.

At the end of the exchange period, all students and teachers will evaluate activities and mobility. The expected results are:

- knowledge of the main principles underlying Fair Trade
- knowledge of the French school system and of some aspects of the French fashion production,

-knowledge of the French habits, culture and history, for overcoming prejudice in favour of a deeper understanding of each other, to create a strong feeling of belonging to a European community.

We will make a chart so that each school will be able to assess the benefits of each action.

Does this activity combine physical mobility with virtual exchanges through eTwinning? **y**

Please explain how this will be achieved and what the expected benefits are.

Pupils will continue to share, collaborate, discover, exchange on the world vision of the students before and after the works on the green industry. *The two different events in Italy and in France will give a new perspective to the collaboration and to the vision of the participants.*

Before the meeting participating students will have met each other on Twinspace *to discuss the schedule. It will be a way to reassure both students and parents to know that students have already communicated and know where they're going.* All information and details of the exchange (program of the activities, links to website of companies, towns, etc) will be uploaded to eTwinning for a quick reference for participants and all the students in general.

A page on Twinspace will be dedicated to pictures and videos taken during the project activities, together with the results of the evaluation forms about the visit to Italy.

The Twinspace will continue to be a way to communicate with the rest of the participants who do not take part in the trip to France.

By using the eTwinning platform students will improve ICT skills and competence in the foreign language.

Students and teachers will post on TwinSpace their feedback comments on project activities, in this way all the 'extended' project group will be able to feel what the exchange is .

Since only a few representatives of foreign partner schools will participate in this short-term student exchange, thanks to the connection of the trip with a virtual eTwinning project, the entire community of each partner school will be able to participate in the exchange.

Twinspace will also be a repository of student results, which can be consulted not only by the members of the group, but also by all the users of the eTwinning community.

The Twinspace will help to post researches and knowledge.

It is a dedicated environment where real-life experiences can be shared with fellow pupils.

How is participation in this activity going to benefit the involved participants?

Participants will be "ambassadors" for their schools. They will convey information to other students. This will increase their motivation about the topic and will readily react to the propositions according to the work done at home.

The experience will force them to develop their oral skills, to develop organisation and self reliance.

Team spirit will be developed when teens work side by side with partners, whether from same school or foreign school, cooperate, support each other even though maybe they have never worked together before.

Participants will see the entire process of fashion, from conception, to manufacturing to selling and advertising in a different perspective, which will be very useful both for their education and for their future career. They will also develop their key competences, working in international groups, staying in foreign host families, participating in classes conducted in English, and using modern technologies to report on undertaken activities and documenting the results produced; Students will use innovative digital practices in the field of education and will learn how the education system works in another European country.

Teachers who accompany students during the exchange will greatly benefit from the experience. In fact they will develop their language skills, expand their teaching methods thanks to the job shadowing activity, and will exchange experiences and good practices with teachers in hosting school. They will also learn about the fashion system a different country.

C 4 Description of the activity: A Vademecum of Best Practices **MARCH 2022 ITALY**

- Describe the content, methodology and expected results of the activity.

- • How is it going to be related to or integrated with the normal activities of the involved schools?

A group of 15 students and 3 teachers from the French school will be welcomed at Istituto Ruzza for a short term student exchange. Together with the Italian partners, they *will work on the rating of the good practices*.

Participants from the 2 organisations will think about the success and failure of the experiences and will present new good practices according to the results. Workshops will be organised in which students will debate on the various experiences analysed so far. Representatives from local and international organisations operating in the field of fashion and commerce (Fairtrade, Amici dei Popoli, the Italian Association of Professional Technicians of the Fashion System ANTIA and others) will be invited to the debate. Students will produce a Vademecum of Best Practices to be adopted in both schools and to be sent to all the fashion schools of our regions, companies and businesses operating in the field.

Besides this major activity, which is the cornerstone of the whole exchange, students will

- visit the school and the dress-making laboratories and compare them with own,
- be engaged in activities and games in which they will be able to get to know each other and practise the foreign language (English or French or Italian),
- meet with experts and designers,
- get to know the Italian culture and history with visits to neighbouring towns
- establish a planning of workshops and experiences back home.

During the workshops, participants will cooperate in mixed groups working on the project and using modern technologies. All the results of the exchange period will be published on the project website and on the project Twinspace.

- practise peer teaching,

We will communicate on the assessments with documents from the eTwinning platform.

At the end of the exchange period, all students and teachers will evaluate activities and mobility.

The expected results are:

- knowledge of the Italian habits, culture and history, for overcoming prejudice in favour of a deeper understanding of each other, to create a strong feeling of belonging to a European community,

- knowledge of the Italian school system and of some aspects of the Italian fashion production,

- creation of a Vademecum of Best Practices to be adopted in both schools and to be sent to all the fashion schools of our regions, companies and businesses operating in the field.

2352/

Does this activity combine physical mobility with virtual exchanges through eTwinning? **y**

Please explain how this will be achieved and what the expected benefits are.

Pupils will share, collaborate, discover, exchange on the world vision of the students before and after the works on the green industry.

Before the meeting participating students will have met each other on Twinspace *and discussed some details of the schedule*. All information and details of the exchange (program of the activities, links to website of companies, towns, etc) will be uploaded to eTwinning for a quick reference for participants and all the students in general.

A page on Twinspace will be dedicated to pictures and videos taken during the project activities, together with the results of the evaluation forms about the visit to Italy.

The Twinspace will continue to be a way to communicate with the rest of the participants who do not take part in the trip to Italy.

By using the eTwinning platform students will improve ICT skills and competence in the foreign language.

Students and teachers will post on TwinSpace their feedback comments on project activities, in this way all the 'extended' project group will be able to feel what the exchange is .

Since only a few representatives of foreign partner schools will participate in this short-term student exchange, thanks to the connection of the trip with a virtual eTwinning project, the entire community of each partner school will be able to participate in the exchange.

Twinspace will also be a repository of student results, which can be consulted not only by the

members of the group, but also by all the users of the eTwinning community.
The Twinspace will help to post researches and knowledge.
It is a dedicated environment where real-life experiences can be shared with fellow pupils.
1485/

How is participation in this activity going to benefit the involved participants?

Participants will be "ambassadors" for their schools. They will convey information to other students. This will increase their motivation about the topic, they will readily react to the propositions according to the work done at home.

The experience will force them to develop their oral skills, to develop organisation and self reliance.

Team spirit will be developed when teens work side by side with partners, whether from same school or foreign school, cooperate, support each other even though maybe they have never worked together before.

Participants will see the entire process of fashion, from conception, to manufacturing to selling and advertising in a different perspective, which will be very useful both for their education and for their future career. They will also develop their key competences, working in international groups, staying in foreign host families, participating in classes conducted in English, and using modern technologies to report on undertaken activities and documenting the results produced; Students will use innovative digital practices in the field of education and will learn how the education system works in another European country.

Teachers who accompany students during the exchange will greatly benefit from the experience. In fact they will develop their language skills, expand their teaching methods thanks to the job shadowing activity, and will exchange experiences and good practices with teachers in hosting school. They will also learn about the fashion system a different country.

1532/

C1 STAFF Description of the activity: Developing key competencies for fashion students **Italy november 2020**

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

During the first teacher training event, we will discuss in detail key competencies for fashion students. Participating teachers will learn techniques to effectively support the development of these competencies in young students. This will be done with workshops, lectures and visits to local fashion companies committed in student's training. Here it will be possible to observe which kind of activities students usually do out during their work experience in the summer and to learn how products can be both high-end and low-carbon footprint. Both things will help devise the best strategies to be adopted in the educational programme. Teachers will learn how to plan activities in various subjects to support the development of all competencies, so that students can be more autonomous and creative, and be an active element of the learning process, not just mere recipients.

879/

Does this activity combine physical mobility with virtual exchanges through eTwinning? **NO**

How is participation in this activity going to benefit the involved participants?

Project participants will develop their language skills, gain new knowledge in developing key competences and in sustainable production processes. They will improve their teaching methods and apply them in the didactic programme, thus enhancing the quality of education. Besides, their professional development and their level of motivation will continuously increase. It has been demonstrated that teachers' participation in training events and self-development play a huge role in increasing job satisfaction. Teachers will also be able to take part in job shadowing in the partner school.

592/

C5 STAFF Description of the activity: Effective dissemination and sustainability of the project results France april 2022

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

The focus of the second training event will be the production of an e-book which will be the final result of the project. Together with the Vademecum produced by the students in the 4th exchange, it will be a resource for other fashion schools and teachers to be used as part of their curricula. During the training, teachers will learn how to produce interactive content for the e-book and subsequently how to create an e-book using various apps.

A second objective of the teacher training, will be the detailed discussion of the most effective ways to disseminate results and project sustainability *through a list of (local or international) events and local partners*. Participants will learn how to create and publish articles on the internet and how to plan events that have the largest reach. In this way teachers will be able to increase the impact and visibility of the present and future projects.

The third point of the training will be the analysis of the evaluation of activities. This is an essential part in a project, in fact by introducing appropriate modifications when necessary, it will be possible to achieve the best results.

The training will be carried out with workshops, lecture, and training sessions.

Teachers will learn new skills which will be useful in the final part of the project, and will be an added value in normal activities with their classes. In addition, their motivation to continue their professional development will increase.

1397/

How is participation in this activity going to benefit the involved participants?

Project participants will develop their language skills, gain new knowledge in developing key competences and in sustainable production processes. They will improve their teaching methods and apply them in the didactic programme, thus enhancing the quality of education. Besides, their professional development and their level of motivation will continuously increase. It has been demonstrated that teachers' participation in training events and self-development play a huge role in increasing job satisfaction. Teachers will also be able to take part in job shadowing in the partner school.

FOLLOW UP

How are you going to assess if the project's objectives have been met?

During and after the project, several criteria will be taken into account: the number of activities, number of participants, improvement of the quality of school work, external exam results and number of partners. Evaluations will be carried out among all the components of the school: teachers, students and families, but also with the representatives of partner fashion companies and associations. It will consist mainly in surveys and questionnaires, but also individual and group interviews. Surveys will be given at the beginning of the project and will be compared to results after the project to see the evolution of students.

Language skills tests will be given to students at the beginning of the project and will be compared to language skills tests at the end of the project to assess the improvements of the participants.

Frequent informal talks with students and parents will take place in order to assess the visible effects of project-related learning activities.

A particular attention will be paid to the development of soft skills and of an environmental awareness within the fashion system, as well as to the increase in students' feelings of belonging to a wider European community.

A self-assessment sheet will be created for students and for teachers to measure the impact of the project on various skills (e.g. foreign language) and knowledge of main topics dealt with, to be completed twice a year. This will permit to monitor the effectiveness of project activities.

The evaluation surveys at the end of short-term student exchanges will allow teachers to implement the activities, if necessary. They will also assess the degree of fulfillment of participants' expectations. Long-term evaluation will be possible by constant monitoring of students' progress in future years.

1435/3000

How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The Erasmus project will contribute significantly to the development of the schools involved. It will foster increase of several aspects in the single individuals (students, teachers and staff, families) of the school community, in the school institution, more broadly in the companies and associations partners in the project.

The impact on the participants will be extremely positive at several levels.

Students in fact, in terms of citizenship skills, will have the opportunity to deepen their knowledge on the topics covered by developing a greater sensitivity on the good "fashion";

will broaden their cultural horizons through the comparison and interaction with peers belonging to a different European culture;

will consolidate the knowledge of the English language, in particular the communicative aspect;

will learn to cooperate to achieve a common goal;

will improve their computer skills and the ability to work in a team.

The largest number of students from each Institute will be involved. Great attention will be given to the participation of pupils in a disadvantaged situation and with additional needs and disabilities.

The teachers and school staff will increase their ICT skills and their language skills, especially during the mobility periods;

will increase knowledge about partner countries, cultures, and educational systems;

will develop the ability to cooperate internationally with teachers of different backgrounds and cultures;

will build strong bonds among the partners, in the perspective to continue cooperation on future projects.

The school communities in general, not just the members directly involved in the project, will benefit from the project through being sensitized to the importance of a Green Fashion and the protection of the Environment especially during the exchange Week.

The school community will continue all kinds of activities related to Green Fashion in particular, and protection of the environment more in general, in consideration of its fundamental relevance in everybody's life. The students will continue presenting their researches and project works to their younger colleagues, in peer learning and flipped classroom mode.

2172/3000

Please describe your plans for dissemination and use of project results.

• **How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?**

• **Are there other groups or organisations that will benefit from your project? Please explain how.**

Project partner organizations will disseminate the activities and results in various ways.

Dissemination will be carried out throughout the project as follows:

• Since the approval of the project all the members of the school community will be informed about the programme on the school websites and on the Twinspace. Online dissemination will make it possible for the participants, partner institutions, local and international communities to have access to the innovative teaching materials and products, and to share good practices.

• All students will be informed at the first assembly of each school year and invited to participate. On the occasion of general teachers-parents meetings and before exchange weeks, parents will be informed about the project by the pedagogical team. After each visit a poster and a video will be made and shown to the students and staff at school.

• An International Corner will be set up at school where photographs, maps and general information about the partnering countries are displayed.

• The Local Education authorities and the Town Council will be informed about the project and met the Italian and partner students when they participate to the Inauguration of the Learning/Teaching/Training Weeks

• During the School Open Days all the projects of the school will be illustrated, particular attention will be given to European and Erasmus+ projects.

At the end of each mobility and training event, participants will write a report, will present it to the school management and publish on the school website. They will organize a series of open lessons and meetings with representatives of other schools in the local community to present competences acquired during the training.

The results of the project will be presented in local press and on the Internet.

Thanks to the project, the school will undoubtedly increase cooperation with local companies and organisations.

Through direct contact with our students, local companies and organisations will be given the opportunity to meet and have a deeper insight of the educational context, and, when also partner students are present, to gain first-hand knowledge of fellow European citizens' mentality and culture. This will be a great step towards the opening of minds and the eradication of racial prejudice.

2300

PROJECT SUMMARY

The project "Fair trade in the textile industry: How to be green, ethic and fair?" aims at educating our students to a deeper and more conscious knowledge of fashion, a leading sector in the economy of our two countries. Today fashion is not just creating amazing garments, it is creating garments in a world that is experiencing a dramatic situation, with a devastated environment, exploited natural resources, a nature that rebels against man and imposes its own rules, as the coronavirus pandemic is demonstrating. Our students must become aware of the consequences of our actions, and in particular of the consequences of the textile industry and of fast fashion. This issue will be implemented in most school subjects, besides workshops, meeting with experts and project activities will be included as an integral part of school curricula. Thanks to these actions, the students from partner schools will be able to develop their competencies and skills.

The short-term exchanges of students will enable the participants to get in direct contact with another European country, broaden their horizons and acquire new possibilities to continue their education and pursue a career in the future.

The local community plays a fundamental role in our project, the activities and cultural events organised by partner schools hopefully will have a significant influence on them, too.

The Vademecum of Best Practices created at the end of the project, will be adopted in both schools and will be sent to all the fashion schools of our regions, companies and businesses operating in the field. This will ensure sustainability to the project

1633

EVENTS

1. september 2020

Each school will inform students, families and staff and the local community about the project through the school website, social media and newspaper articles.

The schools will organise a competition for the project logo. A committee made up of both teachers and students will select the best 3 designs from each school, the project's logo will be chosen on the occasion of the first teachers' training event in November 2020. All the designs will be exhibited in the Erasmus corner in the schools.

2. January 2021

Italian Week – Lycée des métiers LA SOURCE will organize a local event in their school to inform about the partner school and the culture of Padova. In this way the participants of the mobility and the whole school community will have the possibility to know the partner organization.

French students will prepare presentations of the city and region, of Italian history, food, traditions and, of course, fashion, with the 'remote' help of the Italian students.

3. March 2021

French Week – Istituto Ruzza will organize a local event in their school to inform about the partner school and the French culture. In this way the participants of the mobility and the whole school community will have the possibility to know the partner organization.

Italian students will prepare presentations of the city and region, of Italian history, food, traditions and, of course, fashion, with the 'remote' help of the French students.

4. April 2021

FASHION WEEK 2021 - Both schools will organize events during the Fashion Revolution Week, an international event promoted by Fashion Revolution Foundation. Fashion Revolution's global mission is to change how clothes are sourced, produced and consumed. Together with some national actors participating to this week we are in contact with, we will organize a variety of actions between the transnational partners (e.g. a quiz challenge, to host a digital event in the school, to write hashtags through the hashtag #whomademyclothes or questions to the brands students buy, to put on an at-school demonstration etc).

5. June 2021

The beginning of the creation of the "Fair trade in the textile industry: How to be green, ethic and fair?" ebook, with the material produced in the first year. The ebook will be the final results of the project and it will contain the most important information about sustainable fashion which participants have learnt during the project. There will also be interactive

activities, useful websites which will allow every reader to broaden their knowledge on the topic and develop a different attitude to fashion.

6. october 2021

French Week – In the second year some activities will be repeated because a different group of students will be involved. We will, in fact, give the possibility to a larger number of students to benefit from the unique opportunities an Erasmus project offers. Istituto Ruzza will organize a local event in their school to inform new students of the project in progress about the partner school and the French culture. In this way the participants of the mobility and the whole school community will have the possibility to know the partner organization.

Italian students will prepare presentations of the city and region, of Italian history, food, traditions and, of course, fashion, with the 'remote' help of the French students.

7. february 2022

Fashion blog - students from both schools watch fashion shows held at Milan, Paris, London Fashion Weeks, paying particular attention to eco-friendly collections. They create a fashion blog where they post all their reports. They will find this activity stimulating and rewarding, besides it will implement their ICT, writing and team working skills.

8. March 2022

Italian Week – In the second year some activities will be repeated because a different group of students will be involved. We will give the possibility to a larger number of students to benefit from the unique opportunities an Erasmus project offers. Lycée des métiers LA SOURCE will organize a local event in their school to inform new students of the project in progress about the partner school and the culture of Padova. In this way the participants of the mobility and the whole school community will have the possibility to know the partner organization.

French students will prepare presentations of the city and region, of Italian history, food, traditions and, of course, fashion, with the 'remote' help of the Italian students.

9. April 2022

FASHION WEEK 2022 - Like in the first year, both schools will organize events during the Fashion Revolution Week, the international event promoted by Fashion Revolution Foundation. Fashion Revolution's global mission is to change how clothes are sourced, produced and consumed. Together with some national actors participating to this week we are in contact with, we will organize a variety of actions between the transnational partners (e.g. a quiz challenge, to host a digital event in the school, to write hashtags through the hashtag #whomademyclothes or questions to the brands students buy, to put on an at-school demonstration etc).

10. June 2022

Completing the creation of the "Fair trade in the textile industry: How to be green, ethic and fair?" ebook, with the material produced in the two years of the project. The ebook will be the final results of the project and it will contain the most important information about sustainable fashion which participants have learnt during the project. There will also be interactive activities, useful websites which will allow every reader to broaden their knowledge on the topic and develop a different attitude to fashion.

C3

Description of the activity

A group of 15 students and 3 teachers from the Italian school will be welcomed at Lycee La Source for a short term student exchange. Together with the French partners, they will

-visit the school and the laboratories

- take part in learning events. They will be able to compare the school curricula of another country with their own, -present their works on the subject, produced in the period before the exchange in Foreign language

-meet with experts, local groups or labels Lycee La Source already work with. They will also deepen their knowledge of the problems connected to Fast Fashion and visit companies adopting measures for a sustainable Fashion.

-visit local companies which use/sell fair trade products,

-organize a week on fair trade. Teachers from French school will teach fair trade in English (in PSE: prevention of health and environment, in management and in the workshops). Workshops in English will be organized with (DNMADE) students about comparing and testing green fibres, the results of the researches will be shared with weavers students who are expert of green fibres and green labels

-be engaged in activities and games in which they will be able to get to know each other and practise foreign languages (English or French or Italian). For some students who lack confidence in English (but who are sometimes bilingual in

French and Italian because of their immigration personal history), that will also be a time to enhance their competence in French or in Italian and put them forward to help the communication with guests,

- debate about the efficiency, the difficulties of the different experiences
- each school prepare a summary of all the actions
- get to know the French culture and history with visits to neighbouring towns and Paris
- establish a planning of workshops and experiences back home
- Students and teachers will discuss how to adapt the good practices in each country/ school/ context when it is possible, alternatively, they will discuss the reasons why good practices are not possible in the context of the school.
- Students will debate about the efficiency, the difficulties of the different experiences and will choose a list of actions or events that could be taken home.

We will communicate on the assessments with documents from the eTwinning platform.
At the end of the exchange period, all students and teachers will evaluate activities and mobility.

During the workshops, participants will cooperate in mixed groups working on the project and using modern technologies. All the results of the exchange period will be published on the project website and on the project Twinspace.

- practise peer teaching,
- debate about the efficiency, the difficulties of the different experiences

We will communicate on the assessments with documents from the eTwinning platform.
At the end of the exchange period, all students and teachers will evaluate activities and mobility.
The expected results are:

- knowledge of the French habits, culture and history, for overcoming prejudice in favour of a deeper understanding of each other, to create a strong feeling of belonging to a European community,
- knowledge of the French school system and of some aspects of the French fashion production,
- knowledge of the main principles underlying Fair Trade

We will make a chart so that each school will be able to assess the benefits of each action.