

Erasmus+

Základní škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace

- Erasmus+
- Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education
- Spolupráce na inovacích a výměna osvědčených postupů
- Strategická partnerství
- School Exchange Partnerships
- Výzva 2018
- Výběrové kolo 1
- Číslo smlouvy (projektu) 2018-1-CZ01-KA229-048036_1
- Typ zprávy Závěrečné
- Date of submission 28/04/2021

Marek Poruba
Jméno statutárního zástupce

Main content:	Report Form
Number of attachments:	1

1. Obecné informace

1.1. Final Report for School Exchange Partnerships

Reporting process for School Exchange Partnerships follows a specific procedure because each school in the partnership is issued its own Grant Agreement with the National Agency in their country.

At the same time, even though each school has its own Grant Agreement, the joint project is based on a common application. Therefore, to assess the results of the project and make the final payments to the involved schools, the National Agencies need information about the entire project. For this reason, the reporting for School Exchange Partnerships is organised in three steps that lead to creation of a joint partnership report.

Step 1: Coordinator's report

You, as the coordinator of the partnership, must complete this 'partnership report' and make sure that all activities have been included in Mobility Tool+ (even if your school has not directly taken part in each activity). The information you encode in Mobility Tool+ is always visible to your partner, but they are not able to change it.

Step 2: Getting the report ready for submission

Once you have completed the partnership report, you will be able to indicate that you are 'ready for submission'. Your partner schools should then finalise their own parts of the report. Their work consists of defining the details of their own budget, including the groups of participants they have sent to the project activities. Once they have finished, they must indicate that they are also 'ready for submission'.

Your partners can also ask you to make changes to the report and you will be able to do so, but afterwards all the partner schools must agree to the new version before it can be submitted.

Note that the partner schools may start filling in their report before you have finalised your own, however they can only complete it by marking it as 'ready for submission' after you have finished with your part.

These rules ensure that your partners see the final version of your report before they agree with it. This is particularly important because they can only request budget for Learning, Teaching and Training Activities that you have listed in Mobility Tool+.

Only when all schools in the partnership are ready, you may proceed to the next step.

Step 3: Submitting the joint partnership report

Once all partner schools have declared that they are ready, you will be able to submit the complete partnership report to your National Agency. The National Agencies handling the Grant Agreements with your partner schools will receive the reports of your partner schools at the same time.

Important notes

It is very important to understand that the partnership must work together to submit the joint report. The National Agencies of partner schools are not going to be able to make payments before the joint partnership report has been submitted and evaluated by the coordinating National Agency.

A part of your role as the coordinator of the partnership to make sure you provide the information in your report on time and that you organise the rest of the partners so that the joint report is submitted on time. The 'Partnership Dashboard' available in Mobility Tool+ can help you with these coordination tasks.

1.2. Report Form Structure

Zpráva vygenerovaná z Databáze mobility se skládá z následujících částí:

- Obecné informace
- Souhrnné údaje: tato část shrnuje některé obecné informace o vašem projektu;
- Základní údaje o projektu
- Shrnutí projektu: tato část shrnuje váš projekt a organizace zapojené jako partneři;
- Project Description

- Řízení projektu
- Vzdělávací aktivity
- Timetable
- Follow-up
- Budget (coordinator school)
- Přílohy: dodatečné dokumenty, které jsou povinné pro dokončení zprávy;

2. Souhrnné údaje

tato část shrnuje některé obecné informace o vašem projektu;

Program	Erasmus+
Klíčová akce	Spolupráce na inovacích a výměna osvědčených postupů
Akce	Strategická partnerství
Aktivita	School Exchange Partnerships
Main Objective of the project	Výměna postupů a dobré praxe
Výzva	2018
Výběrové kolo	Výběrové kolo 1
Typ zprávy	Závěrečné
Jazyk, ve kterém je žádost vyplněna	CS

3. Základní údaje o projektu

Číslo smlouvy (projektu)	2018-1-CZ01-KA229-048036_1
Název projektu	Motýlek and Stephen Hawking Special Schools Exchange of Good Practices
Zkratka projektu	
Začátek projektu (dd-mm-rrrr)	01/09/2018
Konec projektu (dd-mm-rrrr)	28/02/2021
Celková délka projektu (počet měsíců)	30
Coordinator Organisation Legal Name:	Základní škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace
Národní agentura	Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education

4. Shrnutí projektu

tato část shrnuje váš projekt a organizace zapojené jako partneři;

Shrnutí projektu ze žádosti v angličtině (Pokud je to relevantní).

Please provide an updated version of your project's summary based on how the project has been implemented.

Please use full sentences, be concise and clear. The summary should reflect key information from the whole report form, including in particular the following elements: context of the project; project's objectives; the activities that have taken place; project's results and its expected longer-term benefits.

Please be aware that this section, or parts of it, may be used by the European Commission, Executive Agency or National Agencies in their publications and other communication. The project summary will also be published in the Erasmus+ Project Results Platform.

The Erasmus+ two years project was designed for successful short term joint staff visits of teachers from both partner schools, for educational activities in the Czech Republic and London for 5 days. Both schools recognize the need for continuous development in the field of education of children and pupils with special educational needs at local, regional, national and European level.

Coordinating school educates pupils aged 3-18 with special educational needs. Partner School is a special school for pupils aged 2-11. Most school children of Motýlek school and Stephen Hawking have severe and complex disabilities .

The aim of the project was:

- the application of knowledge found in both partner schools in the education process of the educational process with a complex combined handicap
- support for development for communication and integration
- Improvement and innovation of teaching in the education process of both special schools Motýlek/Stephen Hawking school
- an opportunity for spontaneous communication and interaction between schools
- Expanding the use of computer technology to improve the teaching and education of pupils
- participation and involvement of the pedagogue in social events (performances, cultural events, school assembly, Motýlek art show in November 2018 and 2019, etc.)
- integration into the social system after graduation
- assisting families of pupils through new information obtained
- creating the conditions for mutual learning and support for teachers, in particular by observing lessons through feedback
- continue to develop Curriculum Skills
- proactive education and consequently the use of pupils with special educational needs after the end of compulsory school attendance
- the development of everyday skills and habits
- pointing to the cultural differences and similarities between the two special schools
- the professional and personal development of the pedagogues of both schools

To achieve the above results, the following areas and activities were addressed in the following areas:

Special teachers of both special schools cooperated in the short-term activities of C2, C3, C4, C5, C7 (unfortunately due to the situation regarding the COVID-19 virus activities C6, C8, C9 could not be realized). The aim of these activities was to enrich knowledge of special teachers, which will improve the quality of their work with children with

profound learning difficulties. Every year, teachers from each school were involved in the project (Motýlek and Stephen Hawking) who were work together on key activities and outcomes. Both schools were present experiences in the area of pupils to the company and solved how to help the families affected by pupils through the information obtained. Between the different excursions, both schools were communicate about their mutual cooperation and informed the general public about the project in the media, the local press, school sites and city pages. Stephen Hawking School offered: Physiotherapy, Occupational Therapy, Speech and Language Therapy, Music Therapy and Play Therapy.

The activities that have taken place:

- exploring learning and learning styles in our schools to identify learning opportunities
- using technology to record, analyze and support pupils' learning and self-esteem
- using technologies to help educators to analyze the effectiveness of lessons and as a means of self-reflection, feedback and criticism
- participation in the art festival (theater, drama, art and music) at the Motýlek partner school
- expressive art encourages and promotes expressive communication and interaction
- a video about the student's starting points and progress
- environmental focus, Animal Therapy, Aquatic Therapy, Art Therapy, Snoezelen

Expected results and impacts:

- an enhanced curriculum of fine arts
- passing on experience in Alternative and augmentative Communications (AAC)
- Increased ability of pupils to develop and express their views through the AAC
- increased knowledge and understanding of other cultures
- Increase pupils ability to be proactive in their learning
- Bobath Concept and Vojta's Method in special education needs (SEN)
- Therapeutic feeding, Orofacial Regulation Therapy, Basal stimulation
- handling in SEN
- sensory integration in SEN
- self-care in SEN
- self-sufficiency in SEN
- use of a professional physiotherapist in the educational and training process
- Snoezelen concept for pupils with severe combined disability

Potential long-term benefits:

- networking with special schools across Europe through eTwinning
- Improving curricula and improving learning

Uved'te překlad do angličtiny.

The Erasmus+ two years project was designed for successful short term joint staff visits of teachers from both partner schools, for educational activities in the Czech Republic and London for 5 days. Both schools recognize the need for continuous development in the field of education of children and pupils with special educational needs at local, regional, national and European level.

Coordinating school educates pupils aged 3-18 with special educational needs. Partner School is a special school for pupils aged 2-11. Most school children of Motýlek school and Stephen Hawking have severe and complex disabilities .

The aim of the project was:

- the application of knowledge found in both partner schools in the education process of the educational process with a complex combined handicap
- support for development for communication and integration
- Improvement and innovation of teaching in the education process of both special schools Motýlek/Stephen Hawking school
- an opportunity for spontaneous communication and interaction between schools
- Expanding the use of computer technology to improve the teaching and education of pupils
- participation and involvement of the pedagogue in social events (performances, cultural events, school assembly, Motýlek art show in November 2018 and 2019, etc.)
- integration into the social system after graduation
- assisting families of pupils through new information obtained
- creating the conditions for mutual learning and support for teachers, in particular by observing lessons through feedback
- continue to develop Curriculum Skills
- proactive education and consequently the use of pupils with special educational needs after the end of compulsory school attendance
- the development of everyday skills and habits
- pointing to the cultural differences and similarities between the two special schools
- the professional and personal development of the pedagogues of both schools

To achieve the above results, the following areas and activities were addressed in the following areas:

Special teachers of both special schools cooperated in the short-term activities of C2, C3, C4, C5, C7 (unfortunately due to the situation regarding the COVID-19 virus activities C6, C8, C9 could not be realized). The aim of these activities was to enrich knowledge of special teachers, which will improve the quality of their work with children with profound learning difficulties. Every year, teachers from each school were involved in the project (Motýlek and Stephen Hawking) who were work together on key activities and outcomes. Both schools were present experiences in the area of pupils to the company and solved how to help the families affected by pupils through the information obtained. Between the different excursions, both schools were communicate about their mutual cooperation and informed the general public about the project in the media, the local press, school sites and city pages. Stephen Hawking School offered: Physiotherapy, Occupational Therapy, Speech and Language Therapy, Music Therapy and Play Therapy.

The activities that have taken place:

- exploring learning and learning styles in our schools to identify learning opportunities
- using technology to record, analyze and support pupils' learning and self-esteem
- using technologies to help educators to analyze the effectiveness of lessons and as a means of self-reflection, feedback and criticism
- participation in the art festival (theater, drama, art and music) at the Motýlek partner school
- expressive art encourages and promotes expressive communication and interaction
- a video about the student's starting points and progress
- environmental focus, Animal Therapy, Aquatic Therapy, Art Therapy, Snoezelen

Expected results and impacts:

- an enhanced curriculum of fine arts
- passing on experience in Alternative and augmentative Communications (AAC)
- Increased ability of pupils to develop and express their views through the AAC
- increased knowledge and understanding of other cultures
- Increase pupils ability to be proactive in their learning
- Bobath Concept and Vojta's Method in special education needs (SEN)
- Therapeutic feeding, Orofacial Regulation Therapy, Basal stimulation
- handling in SEN
- sensory integration in SEN
- self-care in SEN

- self-sufficiency in SEN
- use of a professional physiotherapist in the educational and training process
- Snoezelen concept for pupils with severe combined disability

Potential long-term benefits:

- networking with special schools across Europe through eTwinning
- Improving curricula and improving learning

4.1. Seznam zapojených organizací

Role organizace	PIC kód organizace	Název organizace	Země organizace	Typ organizace	Included in joint partnership report
Příjemce grantu	944811720	Základní škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace	Česká republika	Škola/Instituce/Vzdělávací centrum - Obecné vzdělávání (primární úroveň)	Y
Partnerská organizace	914048170	Stephen Hawking School	Spojené království	Škola/Instituce/Vzdělávací centrum - Obecné vzdělávání (primární úroveň)	Y
Celkový počet zúčastněných organizací					2

5. Project Description

You have defined the following project priorities and topics at application stage:

Most relevant priority addressed by the project:

SCHOOL EDUCATION: Strengthening the profile(s) of the teaching profession

Other priorities addressed by the project: (můžete vybrat více možností)

- SCHOOL EDUCATION: Promoting the acquisition of skills and competences
- SCHOOL EDUCATION: Supporting efforts to increase access to affordable and high quality early childhood education and care (ECEC)

Topics addressed by the project: (můžete vybrat více možností)

- Zdravotně znevýhodnění - speciální potřeby
- Nové inovativní osnovy / vzdělávací metody / vývoj vzdělávacích kurzů
- Mezinárodní spolupráce, mezinárodní vztahy, rozvojová spolupráce

Did the project priorities change during the implementation of the project?

NE

Did the project topics change during the implementation of the project?

NE

What were your project's main achievements and results?

The aim of the project was further professional development of innovative practices between partner schools, based on mutual cooperation between the CZ and the UK. Motýlek School and Stephen Hawking School are schools for pupils with special educational needs. All the special methods used had a positive impact on pupils. School practitioners within both schools had a desire to learn more. Both schools had qualified teachers who were willing to share their expertise during this project, and therefore gain greater levels of experience.

The most important goals of this project included:

- the application of knowledge found in both partner schools in the educational processes of teaching and learning for children with complex needs
- support for development of communication and integration
- improvement and innovation of teaching in the education process of both special schools Motýlek/Stephen Hawking
- an opportunity for spontaneous communication and interaction between schools
- expanding the use of computer technology to improve the teaching and learning of pupils
- participation and involvement of the teachers in social events (performances, cultural events, etc.)
- integration into the social system after graduation
- assisting families of disabled children through new information obtained
- creating the conditions for mutual learning and support for teachers, in particular by observing lessons and providing feedback
- continue to develop Curriculum Skills
- proactive education and consequently the use of pupils with special educational needs after the end of compulsory school attendance
- the development of independence skills
- acknowledging the cultural differences and similarities between the two schools
- the professional and personal development of the pedagogy of both schools

Outputs and Results:

- video recordings and photo documentation
- presentation of both schools on the website and eTwinning
- reports for local press, reports for the management of the town of Kopřivnice and the London Borough of Tower Hamlets
- production of information leaflets for parents
- video calls via Skype
- correspondence of pupils between both schools
- production of gifts for pupils from partner schools
- publication in local news (local newspaper, television)
- video tour of Motýlek School

Please explain to what extent the project results correspond to what was planned at the application stage and describe how they are linked to the project priorities.

This two-year project between Motýlek School and Stephen Hawking School met and even exceeded the expected goals. He deepened the knowledge of special pedagogues involved in this project and these staff passed on the knowledge and experience they learned from the partner school to all pedagogical staff of both schools. These were pedagogical meetings, which summarized how it works in the second participating school. The pedagogical staff of both schools gave excellent ideas and suggestions for improving the quality of teaching for pupils in the second school. Each country uses different specific aids for children with cerebral palsy (therapy, feeding aids, positioning, mobility).

On the basis of these meetings, parents, the general public, and teachers from other special schools were further informed about these news. We see the greatest success of this project in the fact that we are approached by other special schools asking how it works in the UK and how they could improve their teaching for children.

The results of this project correspond exactly to all the mentioned outputs, which were stated in the project application. As this project was aimed at students with severe disabilities who did not have the opportunity to travel, they sent each other products, pictures, wishes and communicated with each other using Skype calls.

5.1. Účastníci

Please briefly describe who took part in the project:

- Who were the different groups of participants taking part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.)? Please also include information on local participants (those who participated in project activities, but did not travel as part of the project).
- How did these groups participate in project activities?
- If pupils were involved in the project, please specify their age groups.

Special teachers from both school had the biggest role in the project. They consulted and presented their experiences and knowledge.

The focus was on Physiotherapy, the Bobath concept, Positioning, and Dog Therapy. The special teachers of both schools focused on Therapeutic feeding, Art Therapy, Independence, Aquatic Hydrotherapy, Snoezelen.

Teachers from Stephen Hawking School had come to Motýlek School in November 2018. They attended the Motýlek art show, which is organized by the Motýlek School. All employees of the school, parents, the scouts, the leaders of Kopřivnice and House of Cultural in Kopřivnice, the sponsors and other organizations have been involved in this event.

Coordinators and leaders of both schools had chosen teachers who have extensive experience in special educational needs . These people presented their experiences and applied them practically.

Through spontaneous communication and interaction between the both schools, they supported development of communication and integration, they improved curricular skills and improved the development of children's independence skills.

Parents/Carers of pupils with severe combined disability of both partner schools (Motýlek and Stephen Hawking) did not wish to travel to a partner country due to disability. This decision must have been respected by school leaders and project coordinators. Pupils are dependent on wheelchairs, need special 24-hour supervision and medication delivery and could not travel by air due to frequent epileptic seizures and positioning requirements.

Participants with fewer opportunities: did your project involve participants facing situations that make their participation more difficult?

Ano

How many participants would fall into this category?

50

Kterým situacím museli tito účastníci čelit? (můžete vybrat více možností)

- Zdravotní znevýhodnění
- Zdravotní problémy

How did you support these participants during the project activities?



Pupils of both special schools did not travel owing to the complexity and severity of their individual needs. Parents and pupils were regularly informed about the project at class meetings, school meetings, parent meetings and school assemblies, as well as via written documentation. Information was presented by participating teachers, who were inform each other after each school activity. Photo documentation and video documentation was published for the schools communities on a large screen TV in the vestibule and websites of both schools.

6. Řízení projektu

Please describe the contributions, tasks and responsibilities of each involved school. If the project involved schools that have never been involved in a Strategic Partnership before, please explain how the other partners supported them during the project.

During visits and activities, employees took a look at how schools work with pupils with special educational needs and how they differentiate teaching and learning. Project management have been ensured between coordinators, key individuals and the management of both schools through video (Skype) calls, e-mail, and phone calls. They regularly discussed the project, site creation, evaluations, activities, visits, budget, curriculum changes, progress reports, and project management.

Motýlek School has experiences from the previous European project and helped to Stephen Hawking School with anything during the project. They also have been benefited from help from the National Agency in Prague, who was in charge of the Erasmus + KA2 projects and is in charge of this project.

How did you ensure sound management of the project and good cooperation and communication between partners during its implementation?

The project was monitored and managed by project coordinators from both participating schools. The coordinators processed and registered all mobilities, events connected with them and outputs both in electronic form and in paper form.

Skype conferences, e-mails and text messages took place regularly on schedule and as needed. Communication between the two schools involved was excellent.

During the COVID-19 virus, communication took place via social networks, Whatsapp, telephone, e-mails, Skype conferences, etc. The project coordinators discussed the COVID situation in both the Czech Republic and the United Kingdom. We still tried to meet the outputs and goals of this project, even though it was not the easiest at this time. We could not complete the mobilities, so we discussed the topics with Skype calls and videos. We must appreciate the efforts of special educators that they tried their best even though the situation with the COVID virus was not good.

Please describe the main challenges or difficulties your partnership has encountered during the implementation of the project. How did you and your partners handle them?

Since the employees of Stephen Hawking and Motýlek schools are professionals and have long-term experience with children with cerebral palsy, we did not encounter any difficulties during the project. Rather, this project gave us opportunities to develop our skills and acquired knowledge.

The only difficulty that arose during the project was the COVID-19 virus, which could not take a place the mobility C6, C8 and C9. These three mobilities have been replaced by Skype calls, Email communication, Whatsapp communication.

Motýlek School bought modern technologies such as laptops and video cameras, webcams to improve these mutual calls.

The Motýlek school created a video tour of the school for pedagogical staff in the UK who, thanks to COVID, could not take part in the trip, to get an idea of what our school looks like and how children and pupils work in our school and what methods, techniques and teaching aids we use.

If you have used eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project, please describe how.

7. Vzdělávací aktivity

Please describe the practical arrangements for the Learning, Teaching and Training activities that have been implemented as part of the project. How did you select, prepare and support the participants, and how did you ensure their safety?

Coordinators and leaders of both schools had chosen teachers who have extensive experience in special educational needs . These people presented their experiences and applied them practically.

The special teachers of the Motýlek school take part in an English language course, which was aimed directly at the project priorities.

The English language teacher practically discussed the topic that was focused on the project activities. This improved the teaching staff in English, technical terms, and they were prepared to travel to the UK.

The feedback from these educators was that they greatly appreciated being able to travel and were thoroughly prepared to visit the partner school.

The coordinators from Motýlek School provided tickets, accommodation, health insurance and maps with detailed instructions for the given teachers of individual trips. They were available 24 hours to the teachers who were involved in the project activities.

The school coordinators strictly did follow the work with sensitive data (GDPR), during the presentation outputs from the activities, faces of the children were not in the photos.

7.1. Summary of Learning, Teaching and Training Activities

Číslo aktivity	Název aktivity	Typ aktivity	Země konání	Datum začátku	Datum konce	Délka trvání (dny)	Number of Local Participants	Number of Participants in Incoming Groups	Počet doprovodných osob	Total Grant (for all participating schools)
C2	Mobility Tool C2 - November 2018	Short-term joint staff training events	Česká republika	2018-11-06	2018-11-11	6	2	0	0	0
C4	Mobility Tool C4 - March 2019	Short-term joint staff training events	Česká republika	2019-03-17	2019-03-23	7	2	0	0	0
C7	Mobility Tool C7 - February 2020	Short-term joint staff training events	Spojené království	2020-02-09	2020-02-16	8	2	2	0	1610
C3	Mobility Tool C3 - January 2019	Short-term joint staff training events	Spojené království	2019-01-20	2019-01-26	7	2	2	0	1610
C5	Mobility Tool C5 - May 2019	Short-term joint staff training events	Spojené království	2019-05-11	2019-05-18	8	2	2	0	1610
C6	Mobility Tool C6 - November 2019	Short-term joint staff training events	Česká republika	2019-11-03	2019-11-09	7	2	0	0	0

C8	Mobility Tool C8 - March 2020	Short-term joint staff training events	Česká republika	2020-03-22	2020-03-28	7	2	0	0	0
C9	Mobility Tool C9 - May 2020	Short-term joint staff training events	Spojené království	2020-05-10	2020-05-16	7	2	2	0	0

7.2. Activity Details

Activity Details

Název aktivity	Mobility Tool C2 - November 2018		
Typ aktivity	Short-term joint staff training events		
Číslo aktivity	C2		
Vedoucí organizace	Stephen Hawking School		
Země konání	Česká republika	City of Venue	Kopřivnice
Datum začátku	06/11/2018	Datum konce	11/11/2018
Number of Participants in Incoming Groups		Number of Local Participants	2
Vyšší moc ?	N		

popis aktivity

Teachers were in individual rehabilitation classes where they were meet new partner teachers, a teaching system, Physiotherapy. Teachers were use the knowledge they have to work with the partner school and partner educators. Because it is a school with severe combined disabilities, this exchange was very practical. During this visit, teachers were focus on physiotherapy, focussing on the different practical skills in the Czech Republic and the UK. The basic feature of Bobath's concept is teamwork. The child and his family are always at the centre of the team. All other therapists (speech therapist, physiotherapist, occupational therapist) must look at the problems of the child with the same eyes and must be able to use appropriate medical techniques. In Motýlek School, there is one physiotherapist while Stephen Hawking has approximately 18 physiotherapists. Teachers from both schools were work with Bobath's concept. Motýlek School has a wide range of therapies so they engaged with this visit along with Physiotherapy and Equine-assisted Therapy, which are very beneficial for pupils with cerebral palsy. Teachers attended Equine-assisted Therapy at the Hermelín Ranch in Nový Jičín. Pupils learned to commute in the first lesson, and then worked is started and tactile therapy. Within a short time, progress can be seen. The safety of these educators was ensured by Motýlek project coordinators, who was with Stephen Hawking's teachers on a daily basis. Project coordinators have extensive experience with this type of Erasmus + KA2 project. In the evening, there was a Skype calls between the project coordinators to discuss a visit to a partner school, outcomes and activities and security.

How did the participation in this activity benefit the involved participants?

During this visit, Stephen Hawking School teachers were attend the Motýlek Art Show. - The Motýlek Art Show is an overview of dance, singing and dramatic creations by disabled children, pupils and adults. Motýlek school organise this event every November for more than 20 years. - The Motýlek Art Show was not only inspire viewers, but also performers who come to Kopřivnice from all over Moravia, Bohemia and even the French town of Trappes, Tower Hamlets in London, and the Polish town of Myszkow. The art show involves all teachers from Motýlek School who was enrich this activity by providing practical experience in a foreign country, new knowledge gained from this activity, new information obtained from collaborating with teachers from Stephen Hawking partner school. From this activity teachers recorded a set of photographic and video documentation from teaching and residence at the school (it was serve as a presentation of the presentation for the teachers of the Motýlek school). Improvements in areas of mutual learning and learning between Motýlek / Stephen Hawking schools. Development and use of technology to map. develop

and strengthen the educational process in both special schools for pupils with severe combined disabilities. Creating the conditions for mutual learning and support for teachers, particularly through observation and feedback. Developing active learning and involving pupils in teaching. Tracking teaching and learning in both schools through joint research and studies to identify opportunities for peer learning among partners. Using technologies to help teachers to analyze techniques and teaching methods used (technology as a means of self-reflection, feedback and criticism). Video-records to record and monitor pupils' progress. Comparison of physiotherapy practice, mutual transfer of experience.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
Celkem			0	0	0	0	0	0

Activity Details

Název aktivity	Mobility Tool C3 - January 2019		
Typ aktivity	Short-term joint staff training events		
Číslo aktivity	C3		
Vedoucí organizace	Záklaní škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace		
Země konání	Spojené království	City of Venue	London
Datum začátku	20/01/2019	Datum konce	26/01/2019
Number of Participants in Incoming Groups	2	Number of Local Participants	2
Vyšší moc ?	N		

popis aktivity

Activity C3 – this visit was build on C2 activity. It was about sharing practical skills in physiotherapy. There was an official presentation by all participating teachers. The teachers have been introduced to the whole school and a school tour took a place. Members of the delegation received basic information about our region, city, school, pupils. There was joint discussions on the project. The meeting took a place at Stephen Hawking School under the direction of Dr. Matthew Rayner and the two special teachers from Czech republic. Then the teachers worked in selected classes on specific activities (class projects). The first of czech special teacher was Mrs. Gabriela Kyselá - the physiotherapist who has developed her practical skills in a foreign country, she was selected by Motýlek School for this visit, and she showed how we work with children with cerebral palsy in the Czech Republic. Lessons of physiotherapy was also provided in Stephen Hawking school's hydro pool. The second experienced teacher who visited Stephen Hawking school in this activity was Mr. Bc. Viktor Sedlák, who has long-standing experience in rehabilitation classes and works under the direction of physiotherapist Gabriela Kyselá with the Bobath concept (since 2000). The basic feature of Bobath's concept is teamwork. The child and their family are always at the centre of the team. All other therapists (speech therapist, physiotherapist, occupational therapist) must look at the problems of the child with the same eyes and must be able to use appropriate medical techniques. Stephen Hawking School offered to show to czech teachers: Physiotherapy, Occupational Therapy, Speech and Language Therapy, Music Therapy and Play Therapy. The safety of these two teachers was ensured by the Motýlek coordinators, as well as Stephen Hawking School's coordinators, who worked with their teachers on a daily basis. Project coordinators have extensive experience with this type of Erasmus + KA2 project. They were required to be available to their partners 24 hours a day. In the evening, there were a Skype calls between the partner teachers to discuss visits, outcomes, activities and security.

How did the participation in this activity benefit the involved participants?

Affiliated partner teachers from Motýlek School have been enriched this activity in the form of practical experience in a foreign country, new knowledge gained from this activity, new information obtained from collaborating teachers from the partner school. From this activity, pedagogues recorded a set of photographic documentation and videodocumentations from observations of teaching at the school (it was serve as a presentation for the teachers of Motýlek School). Improvements in areas of mutual learning between Motýlek / Stephen Hawking schools. Development and use of physiotherapy and Bobath concept to map, develop and strengthen the educational process in both special schools for pupils with severe and complex disabilities. They created the conditions for mutual learning and support for teachers, particularly through observation and feedback. Developing active learning and involving pupils in teaching. Tracking teaching and learning in both schools through joint research and studies to identify opportunities for peer learning among partners. Using technologies to help teachers analyze techniques and methods used in teaching (technology as a means of self- reflection, feedback and criticism). They compared physiotherapy practice, Bobath concept, mutual transfer of experience.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C3-E10205744-00001	C3	Česká republika	2	0	0	0	2	1610
		Celkem	2	0	0	0	2	1610

Activity Details

Název aktivity	Mobility Tool C4 - March 2019		
Typ aktivity	Short-term joint staff training events		
Číslo aktivity	C4		
Vedoucí organizace	Stephen Hawking School		
Země konání	Česká republika	City of Venue	Kopřivnice
Datum začátku	17/03/2019	Datum konce	23/03/2019
Number of Participants in Incoming Groups		Number of Local Participants	2
Vyšší moc ?	N		

popis aktivity

Activity C4 – this visit was led by two other Stephen Hawking School teachers who were visit Motýlek School. On the first day, a meeting was held between the Motýlek School Coordinators, Motýlek School and Stephen Hawking School Teachers, and a city and school tour were take place. Teachers were in the rehabilitation classes where they were meet new partner educators, a new teaching system, positioning and Aquatic Therapies. Teachers were use their practical knowledge of positioning of children and pupils with severe and complex disabilities to work together. Mostly the pupils were take an active part, which was comfortable and pleasant for them. In another class pupils with more complex physical disabilities who are unable to take an active part, a so-called passive position, involved in alternative ways. During this visit, teachers were focus on positioning, which is important for non-ambulant pupils. Stephen Hawking School's class teachers were selected for this visit to refine and use their practical skills in a foreign country and show how they work with children with cerebral palsy in United Kingdom. Teachers were also learn about

the region of Kopřivnice. They have seen Aquatic Therapies - this popular therapy, which results in the use and development of muscles. Aquatic Therapy is also used for pupils to have fun. Educational partners were work in the pool, together with a physiotherapist. The safety of these teachers were again ensured by two project coordinators from Motýlek, who was with their partners in a daily connection. Project coordinators have extensive experience with this type of Erasmus + KA2 project. In the evening, there were talks between the project coordinators and others via Skype to discuss visits to a partner school, outcomes and activities and security. Coordinators of the School Motýlek was help with the selection of accommodation for its partners.

How did the participation in this activity benefit the involved participants?

Stephen Hawking School was enrich this activity in the form of practical experience in a foreign country, new knowledge gained from this activity, new information obtained from collaborating teachers from the Motýlek partner school. The aim of positioning is to maintain not only the limbs but also the core body in a physiological position or in a position approaching the physiological hold. This leads to the positive influence of microcirculation in the affected tissues, the prevention of muscle tone and plasticity of the involved tissues, fixation of the respective joints, which relieves the pathological motions, eg tension reflexes, irritability, clone, tremor, etc. From this activity, pedagogues recorded a set of photographic and video documentation and videodocumentations from teaching and living at the school (to serve as a presentation for Stephen Hawking School's teachers). They improved in areas of mutual learning and learning between Motýlek / Stephen Hawking schools. They improved and used positioning and aqua therapy to map, develop and strengthen the educational process in both special schools for pupils with severe combined disabilities. They created the conditions for mutual learning and support for teachers, particularly through observation and feedback. Developing active learning and involving pupils in teaching. Tracking teaching and learning in both schools through joint research and studies to identify opportunities for peer learning among partners. They used technologies to help teachers analyze used techniques and methods in teaching (technology as a means of self-reflection, feedback and criticism). Video-records to record and monitor pupils' progress. Comparison of positioning practice in pupils with cerebral palsy and mutual transfer of experience. The output of this activity was practical to use Sitting position, Supine position, Knee chest position and others.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
Celkem			0	0	0	0	0	0

Activity Details

Název aktivity	Mobility Tool C5 - May 2019		
Typ aktivity	Short-term joint staff training events		
Číslo aktivity	C5		
Vedoucí organizace	Záklani škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace		
Země konání	Spojené království	City of Venue	London
Datum začátku	11/05/2019	Datum konce	18/05/2019
Number of Participants in Incoming Groups	2	Number of Local Participants	2
Vyšší moc ?	N		

popis aktivity

Activity C5 followed the C4 visit. It was also led by two teachers from the Motýlek School, who visited Stephen Hawking School. Teachers were in classes where they met with new partner educators, a new teaching system, English language and pupils positioning. School teachers practically used the knowledge of positioning of children with severe and complex disabilities to work together with the partner school. In this visit, teachers focused on physiological positioning. Different aids such as special wedges, rollers, and compensating aids have been used. The aim of positioning is to maintain not only the limbs but also the core body in a position that best suits the needs of each individual child. This leads to the positive influence of microcirculation in the affected tissues, the prevention / correction / muscle tone and the plasticity of the involved tissues, fixation of the respective joints, which relieves the pathological movement central nervous system formulations, tension reflexes, irritability, clonus, tremor. This visit involved selected special teachers from Motýlek school with their project coordinators in order to improve and use their practical skills in a foreign country and to show how they work with children with cerebral palsy in the Czech Republic. The safety of these teachers was ensured by the coordinators from Czech republic, as well as Stephen Hawking School coordinators. Project coordinators have extensive experience with this type of Erasmus + KA2 project. They are required to be available to their partners 24 hours a day. In the evening, Skype partners and Stephen Hawking School teachers did make Skype calls to discuss a visit to a co-ordinating school, outings and activities, and security.

How did the participation in this activity benefit the involved participants?

Teachers involved from Motýlek school enriched this activity in the form of practical experience in a foreign country, new knowledge gained from this activity, new information obtained from co-operating teachers from the Motýlek partner school. From this activity, teachers produced photographic documentation and videodocumentations from teaching and residence at the school (this was serve as a presentation for the pedagogues of the Motýlek school). Improvements in areas of mutual learning and learning between Motýlek / Stephen Hawking schools. Development and use of technology to map, develop and strengthen the educational process in both special schools for pupils with severe and complex disabilities. They improved themselves in creating the conditions for mutual learning and support for teachers, particularly through observation and feedback. Developing active learning and involving pupils in teaching. Tracking teaching and learning in both schools through joint research and studies to identify opportunities for peer learning among partners. Using technologies to help teachers analyze techniques and methods used (technology as a means of self-reflection, feedback and criticism). Video-records to record and monitor pupils' progress. Comparison of positioning practice in pupils with cerebral palsy and mutual transfer of experience.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C5-E10205744-00001	C5	Česká republika	2	0	0	0	2	1610
		Celkem	2	0	0	0	2	1610

Activity Details

Název aktivity	Mobility Tool C6 - November 2019		
Typ aktivity	Short-term joint staff training events		
Číslo aktivity	C6		
Vedoucí organizace	Stephen Hawking School		
Země konání	Česká republika	City of Venue	Kopřivnice

Datum začátku	03/11/2019	Datum konce	09/11/2019
Number of Participants in Incoming Groups		Number of Local Participants	2
Vyšší moc ?	Y		

popis aktivity

This C6 activity was supposed to be led by two special teachers from Stephen Hawking School who could not visit the Motýlek School because of COVID-19 virus. This activity was fulfilled using a Skype call. Teachers, in cooperation with a partner school, developed practical skills and knowledge in the field of therapeutic feeding for children with severe and complex disabilities. Teachers focused on the special tools they can use in feeding. These can be special cups, special spoons for children with cerebral palsy and other special compensatory aids for better eating skills. Teachers also focused on art therapy, which the school uses to create paintings for parents, sponsors and various exhibitions, along with ceramics for sponsors, visitors and parents / carers. Motýlek School also has its own ceramic kiln. Art therapy is considered an important approach along with specific methods that support the education and development of children with difficult learning (along with music therapy, drama therapy and dance movement therapy). Two teachers from Stephen Hawking's School were selected for this activity to develop and refine and use their practical skills and understand how they differ from country to country. This was the case in particular for children with cerebral palsy in the United Kingdom. Project coordinators of both Schools conducted and set up these Skype calls. Project coordinators and special teachers discussed the results via Skype.

How did the participation in this activity benefit the involved participants?

Skype calls: We were able to see a young child who had an aversion to oral feeding taking part in a facial massage to encourage oral movements and allow the child to become less sensitive to eating orally. The child seemed to really enjoy this process, was familiar with the routine and receptive to the different movements within the massage. Some children used assistive eating tools such as spoons and cups, which the staff were very familiar with. Many of these were also familiar to us and we enjoyed being able to see that children at both schools were benefiting from eating tools to help them to eat as independently as possible. The children had been learning a dance to a song about a train, they were encouraged to move their bodies while acting out the different parts of the songs. Children would walk (or be assisted) around the classroom and move their arms and hands like the train. The children really enjoyed this activity and were very responsive to the adults they were working with. This was very beneficial to the teachers that viewed this as we borrowed this idea to do with children in Stephen Hawking school during our 'On the move' topic. While in one of the classrooms, we also noticed that many of the staff were wearing a certain colour, when asked why they explained that it was the colour of the day and that each day had its own specific colour and that this had helped some children to understand what day of the week it was. This is an idea that has been somewhat adopted in school with each day being assigned a colour. We also noticed children filling out their home/school books with the teacher, these books had symbols for each session and the children were able to say what they had been doing that day. This idea was adopted school wide with new home/school books being designed by the visiting SHS teachers and rolled out across both sites of Stephen Hawking School.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
Celkem			0	0	0	0	0	0

Activity Details

Název aktivity	Mobility Tool C7 - February 2020
Typ aktivity	Short-term joint staff training events

Číslo aktivity	C7		
Vedoucí organizace	Základní škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace		
Země konání	Spojené království	City of Venue	London
Datum začátku	09/02/2020	Datum konce	16/02/2020
Number of Participants in Incoming Groups	2	Number of Local Participants	2
Vyšší moc ?	N		

popis aktivity

Activity C7. It was led by two teachers from Motýlek School, who visited Stephen Hawking School. Teachers were in classes where they met new partner educators, a new teaching system, special feeding and the English language. Teachers were make practical use of their knowledge in the field of special feeding of children and children with severe and complex disabilities and they worked together with the partner school. Because it is a school for children with severe and profound disabilities, this exchange was very demanding but beneficial. During this visit, teachers focused on the special tools they can use in feeding. Stephen Hawking School showed them how special mugs and cutlery are used for children with cerebral palsy. In particular, this was focus on orofacial therapy to facilitate movement of muscles in the face and neck. The special teachers from Motýlek School were selected to improve and use their practical skills in the field of feeding in a foreign country and, to demonstrate how these children are supported in the Czech Republic.

How did the participation in this activity benefit the involved participants?

The output of this activity was the training of two teachers from the Motýlek School. These special teachers improved their knowledge in the field of special feeding for children with severe and complex disabilities, who traveled in order to gain new knowledge and experience in this field. They passed this information on to the parents and pupils of the Motýlek School. They were introduced to the basic principles of support for optimal psychomotor development of pupils with multi-handicaps, possibilities of using new alternative forms of teaching and health physical education in the teaching process. Special teachers learned the basics of positioning using commonly available and special tools for children with cerebral palsy. The safety of these educators was ensured by Motýlek school Coordinators, as well as the Stephen Hawking School coordinators, who were working with their teachers on a daily basis. Project coordinators have extensive experience with this type of Erasmus + KA2 project. They were required to be available to their partners 24 hours a day. In the evening, teachers did make Skype calls to discuss a visit to a coordinating school, outings and activities, and security.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C7-E10205744-00001	C7	Česká republika	2	0	0	0	2	1610
Celkem			2	0	0	0	2	1610

Activity Details

Název aktivity	Mobility Tool C8 - March 2020
----------------	-------------------------------

Typ aktivity	Short-term joint staff training events		
Číslo aktivity	C8		
Vedoucí organizace	Stephen Hawking School		
Země konání	Česká republika	City of Venue	Kopřivnice
Datum začátku	22/03/2020	Datum konce	28/03/2020
Number of Participants in Incoming Groups		Number of Local Participants	2
Vyšší moc ?	Y		

popis aktivity

This C8 activity was supposed to be led by two special teachers from Stephen Hawking School who could not visited the Motýlek School because of COVID-19 virus. This activity was fulfilled using a Skype call. They discovered a pedagogical-nursing concept to offered to individuals with learning difficulites. Teachers practically used the knowledge of positioning of children and pupils with severe and complex disabilities to work together with the partner school. Canistherapy (Dog Therapy) is the name for the method of positive psychosocial and physio-rehabilitation action for persons through a specially trained dog. Project coordinators of both Schools conducted and set up these Skype calls. Project coordinators and special teachers discussed the results via Skype.

How did the participation in this activity benefit the involved participants?

Every morning we spent time in two classes. The teachers were keen that we were to see Canis therapy in action. A young man with Cerebral palsy was working with the dog. He was laid initially on a wedge with his hands in a working position. He was offered doggy sweets with the aim of grasping them and then releasing the sweets into a material ball that the dog ,on command, then had to look for and eat them). This proved to be a very motivating activity. There was also some more refined grasp and release exercises along the same lines. The student was then moved to straddle the dog with his legs either side of the dogs back. As we were informed, as the student relaxed into the activity ,his hands naturally relaxed and his fingers extended. More able students also used the dog as a motivator when doing an egg and spoon race down the corridor and the first back could give the "egg" (doggy sweet) to the dog. A beneficial outcome for us at Stephen Hawking has been the introduction of canis interventions within specific sessions this term.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
Celkem			0	0	0	0	0	0

Activity Details

Název aktivity	Mobility Tool C9 - May 2020
Typ aktivity	Short-term joint staff training events
Číslo aktivity	C9

Vedoucí organizace	Základní škola a Mateřská škola Motýlek, Kopřivnice, Smetanova 1122, příspěvková organizace		
Země konání	Spojené království	City of Venue	London
Datum začátku	10/05/2020	Datum konce	16/05/2020
Number of Participants in Incoming Groups	2	Number of Local Participants	2
Vyšší moc ?	Y		

popis aktivity

This C9 activity was supposed to be led by two special teachers from Motýlek School who could not visit the Stephen Hawking School because of COVID-19 virus. This activity was fulfilled using a Skype call. The special teachers reviewed activities that attempt to offer people with learning disabilities the opportunity to develop their whole being. As part of this the individual is encouraged to be as independent as possible. A variety of therapies supports the child with cerebral palsy regarding muscle relaxation etc. Teachers used their knowledge of positioning of children and pupils with severe and complex disabilities to work together with the partner school. In this visit, teachers will focus on positioning, which is important for non-ambulant pupils. They focused on using a modern technology in education children with cerebral palsy too. Project coordinators of both Schools conducted and set up these Skype calls. Project coordinators and special teachers discussed the results via Skype.

How did the participation in this activity benefit the involved participants?

The output of this activity was positioning, which is important for non-outpatient students. This activity was also focused on the use of modern technologies in the education of pupils with cerebral palsy. Skype calls were attended by experts on this topic from both partner schools. The results and outputs of this activity also informed other school teachers for this purpose. The completed targets and photographic documentation were then placed on two project boards. Videos are presented at school meetings. Special teachers and coordinators of both schools concluded a two-year project with Stephen Hawking School in London with this activity. They talked about the whole project, about outputs, about advocacy, about finances and about other cooperation (skype, e-mails, visits paid by own resources, etc.). There was an evaluation of the two-year project and an agreement on how the cooperation between the schools will take place after the end of the project. The coordinators of both schools were acquainted with all the outputs and goals that were implemented during the two-year project and created opportunities for spontaneous communication.

Groups of Participants in the activity

Group No..	Číslo aktivity	Země vysílající organizace	Počet účastníků	Celkový počet účastníků*		Počet doprovodných osob	Total Number of Persons in the Group	Total grant
				Number of Participants with Special Needs	Number of Participants with Fewer Opportunities			
C9-E10205744-00001	C9	Česká republika	2	0	0	0	2	0
		Celkem	2	0	0	0	2	0

8. Timetable

The following table presents chronologically all Learning, Teaching and Training Activities organised by the project, as well as any other project events (such as project management meetings, dissemination activities and other local activities and events in each school) provided in Mobility Tool+.

Datum začátku	Datum konce	Typ	Popis aktivity
06/11/2018	11/11/2018	Short-term joint staff training events	<p>Teachers were in individual rehabilitation classes where they were meet new partner teachers, a teaching system, Physiotherapy. Teachers were use the knowledge they have to work with the partner school and partner educators. Because it is a school with severe combined disabilities, this exchange was very practical. During this visit, teachers were focus on physiotherapy, focussing on the different practical skills in the Czech Republic and the UK. The basic feature of Bobath's concept is teamwork. The child and his family are always at the centre of the team. All other therapists (speech therapist, physiotherapist, occupational therapist) must look at the problems of the child with the same eyes and must be able to use appropriate medical techniques. In Motýlek School, there is one physiotherapist while Stephen Hawking has appoximately 18 physiotherapists. Teachers from both schools were work with Bobath's concept. Motýlek School has a wide range of therapies so they engaged with this visit along with Physiotherapy and Equine-assisted Therapy, which are very beneficial for pupils with cerebral palsy. Teachers attended Equine-assisted Therapy at the Hermelín Ranch in Nový Jičín. Pupils learned to commute in the first lesson, and then worked is started and tactile therapy. Within a short time, progress can be seen. The safety of these educators was ensured by Motýlek project coordinators, who was with Stephen Hawking's teachers on a daily basis. Project coordinators have extensive experience with this type of Erasmus + KA2 project. In the evening, there was a Skype calls between the project coordinators to discuss a visit to a partner school, outcomes and activities and security.</p>
20/01/2019	26/01/2019	Short-term joint staff training events	<p>Activity C3 – this visit was build on C2 activity. It was about sharing practical skills in physiotherapy. There was an official presentation by all participating teachers. The teachers have been introduced to the whole school and a school tour took a place. Members of the delegation received basic information about our region, city, school, pupils. There was joint discussions on the project. The meeting took a place at Stephen Hawking School under the direction of Dr. Matthew Rayner and the two special teachers from Czech republic. Then the teachers worked in selected classes on specific activities (class projects). The first of czech special teacher was Mrs. Gabriela Kyselá - the physiotherapist who has developed her practical skills in a foreign country, she was selected by Motýlek School for this visit, and she showed how we work with children with cerebral palsy in the Czech Republic. Lessons of physiotherapy was also provided in Stephen Hawking school's hydro pool. The second experienced teacher who visited Stephen Hawking school in this activity was Mr. Bc. Viktor Sedlák, who has long-standing experience in rehabilitation classes and works under the direction of physiotherapist Gabriela Kyselá with the Bobath concept (since 2000). The basic feature of Bobath's concept is teamwork. The child and their family are always at the centre of the team. All other therapists (speech therapist, physiotherapist, occupational therapist) must look at the problems of the child with the same eyes and must be able to use appropriate medical techniques. Stephen Hawking School offered to show to czech teachers: Physiotherapy, Occupational Therapy, Speech and Language Therapy, Music Therapy and Play Therapy. The safety of these two teachers was ensured by the Motýlek coordinators, as well as Stephen Hawking School's coordinators, who worked with their teachers on a daily basis. Project coordinators have extensive experience with this type of Erasmus + KA2 project. They were required to be available to their partners 24 hours a day. In the evening, there were a Skype calls between the partner teachers to discuss visits, outcomes, activities and security.</p>
17/03/2019	23/03/2019	Short-term joint staff training events	<p>Activity C4 – this visit was led by two other Stephen Hawking School teachers who were visit Motýlek School. On the first day, a meeting was held between the Motýlek School Coordinators, Motýlek School and Stephen Hawking School Teachers, and a city and school tour were take place. Teachers were in the rehabilitation classes where they were meet new partner educators, a new teaching system, positioning and Aquatic Therapies. Teachers were use their practical knowledge of positioning of children and pupils with severe and complex disabilities to work together. Mostly the pupils were take an active part, which was comfortable and pleasant for them. In another class pupils with more complex physical disabilities who are unable to take an active part, a so-called passive position, involved in alternative ways. During this visit, teachers were focus on positioning, which is important for non-ambulant pupils. Stephen Hawking School's class teachers were selected for this visit to refine and use their practical skills in a foreign country and show how they work with children with cerebral palsy in United Kingdom. Teachers were also learn about the region of Kopřivnice. They have seen Aquatic Therapies - this popular therapy, which results in the of use and development of muscles. Aquatic Therapy is also used for pupils to have fun. Educational partners were work in the pool, together with a physiotherapist. The safety of these teachers were again ensured by two proiect coordinators from Motýlek. who was with</p>

			<p>their partners in a daily connection. Project coordinators have extensive experience with this type of Erasmus + KA2 project. In the evening, there were talks between the project coordinators and others via Skype to discuss visits to a partner school, outcomes and activities and security. Coordinators of the School Motýlek was help with the selection of accommodation for its partners.</p>
11/05/2019	18/05/2019	Short-term joint staff training events	<p>Activity C5 followed the C4 visit. It was also led by two teachers from the Motýlek School, who visited Stephen Hawking School. Teachers were in classes where they met with new partner educators, a new teaching system, English language and pupils positioning. School teachers practically used the knowledge of positioning of children with severe and complex disabilities to work together with the partner school. In this visit, teachers focused on physiological positioning. Different aids such as special wedges, rollers, and compensating aids have been used. The aim of positioning is to maintain not only the limbs but also the core body in a position that best suits the needs of each individual child. This leads to the positive influence of microcirculation in the affected tissues, the prevention / correction / muscle tone and the plasticity of the involved tissues, fixation of the respective joints, which relieves the pathological movement central nervous system formulations, tension reflexes, irritability, clonus, tremor. This visit involved selected special teachers from Motýlek school with their project coordinators in order to improve and use their practical skills in a foreign country and to show how they works with children with cerebral palsy in the Czech Republic. The safety of these teachers was ensured by the coordinators from Czech republic, as well as Stephen Hawking School coordinators. Project coordinators have extensive experience with this type of Erasmus + KA2 project. They are required to be available to their partners 24 hours a day. In the evening, Skype partners and Stephen Hawking School teachers did make Skype calls to discuss a visit to a co-ordinating school, outings and activities, and security.</p>
03/11/2019	09/11/2019	Short-term joint staff training events	<p>This C6 activity was supposed to be led by two special teachers from Stephen Hawking School who could not visited the Motýlek School because of COVID-19 virus. This activity was fulfilled using a Skype call. Teachers, in cooperation with a partner school, developed practical skills and knowledge in the field of therapeutic feeding for children with severe and complex disabilities. Teachers focused on the special tools they can use in feeding. These can be special cups, special spoons for children with cerebral palsy and other special compensatory aids for better eating skills. Teachers also focused on art therapy, which the school uses to create paintings for parents, sponsors and various exhibitions, along with ceramics for sponsors, visitors and parents / carers. Motýlek School also has its own ceramic kiln. Art therapy is considered an important approach along with specific methods that support the education and development of children with diflucite learning (along with music therapy, drama therapy and dance movement therapy). Two teachers from Stephen Hawking's School were selected for this activity to develop and refine and use their practical skills and understand how they differ from country to country. This was the case in particular for children with cerebral palsy in the United Kingdom. Project coordinators of both Schools conducted and set up these Skype calls. Project coordinators and special teachers discussed the results via Skype.</p>
09/02/2020	16/02/2020	Short-term joint staff training events	<p>Activity C7. It was led by two teachers from Motýlek School, who visited Stephen Hawking School. Teachers were in classes where they met new partner educators, a new teaching system, special feeding and the English language. Teachers were make practical use of their knowledge in the field of special feeding of children and children with severe and complex disabilities and they worked together with the partner school. Because it is a school for children with severe and profound disabilities, this exchange was very demanding but beneficial. During this visit, teachers focused on the special tools they can use in feeding. Stephen Hawking School showed them how special mugs and cutlery are used for children with cerebral palsy. In particular, this was focuse on orofacial therapy to facilitate movement of muscles in the face and neck. The special teachers from Motýlek School were selected to improve and use their practical skills in the field of feeding in a foreign country and, to demonstrate how these children are supported in the Czech Republic.</p>
22/03/2020	28/03/2020	Short-term joint staff training events	<p>This C8 activity was supposed to be led by two special teachers from Stephen Hawking School who could not visited the Motýlek School because of COVID-19 virus. This activity was fulfilled using a Skype call. They discovered a pedagogical-nursing concept to offered to individuals with learning difficulites. Teachers practically used the knowledge of positioning of children and pupils with severe and complex disabilities to work together with the partner school. Canistherapy (Dog Therapy) is the name for the method of positive psychosocial and physio-rehabilitation action for persons through a specially trained dog. Project coordinators of both Schools conducted and set up these Skype calls. Project coordinators and special teachers discussed the results via Skype.</p>

10/05/2020	16/05/2020	Short-term joint staff training events	<p>This C9 activity was supposed to be led by two special teachers from Motýlek School who could not visit the Stephen Hawking School because of COVID-19 virus. This activity was fulfilled using a Skype call. The special teachers reviewed activities that attempt to offer people with learning disabilities the opportunity to develop their whole being. As part of this the individual is encouraged to be as independent as possible. A variety of therapies supports the child with cerebral palsy regarding muscle relaxation etc. Teachers used their knowledge of positioning of children and pupils with severe and complex disabilities to work together with the partner school. In this visit, teachers will focus on positioning, which is important for non-ambulant pupils. They focused on using a modern technology in education children with cerebral palsy too. Project coordinators of both Schools conducted and set up these Skype calls. Project coordinators and special teachers discussed the results via Skype.</p>
------------	------------	--	--

9. Follow-up

How did you assess if the project's objectives have been met? Please take into account the answers you have provided about the expected and achieved project results in the section Project description.

Each trip gave us new opportunities to develop, knowledge, ideas for raising children with cerebral palsy.

Teachers have been reflected on their teaching as part of their lesson planning, enabling and motivating pupils to engage more actively in their learning. Through greater understanding of the objectives of lessons and active participation, pupils are expected to become active rather than reactive learners. Pupils in both special schools were develop their opinions, knowledge and understanding of another culture. For the Motýlek school pupils they had a better knowledge of a multi-cultural school in London when pupils speak a different language but English is considered a world language. Thanks to the English language and English course, the Motýlek special teachers were also improved their skills in communication.

Upon completion of project activities, teachers evaluated: developing skills, pupils' skills with school curriculum, developing self-assessment through mentoring, greater understanding of differences and similarities between groups of pupils in both schools, learn from education systems and share best practices between the two schools through emails, calls, Skype calls. It helped enhance the social networks and websites of both schools, developing awareness of different disabilities and ways in which differences are overcome in another cultural environment using articles in local press, local television, websites, eTwinning etc.

Based on the experience of implementing this project, please compare your current expectations about the project's longer-term impact and sustainability with your expectations at application stage:

- In the long-term, do you expect the project will have the effects on the involved schools that have been described in the project application? Did your expectations change since that time? Please explain the reasons for your answer.
- Do you and your partners have plans to continue using the results of the project or continue to implement some of the activities after the project's end? If yes, please describe what you plan to do.

Both schools agreed that they met the expectations of this project. Both schools will continue to draw on the knowledge gained, they will try to use new methods and procedures in teaching pupils with cerebral palsy. And to continue to communicate with the partner school about new methods, aids and innovations in the education of these pupils, as the time and teaching of these pupils is constantly evolving, we still have the opportunity to exchange other new ideas.

Both schools used the experience gained and new methods in practice. The project outputs as well as the results from the activities continued to be disseminated to the other special schools in the surrounding area.

Participation in this project contributed to the development of participating schools: inform other school teachers, parents, the general public, city management through the local press, improve and modify the websites of both schools, photo documentation and video projection in the lobbies of both schools integrate into educational programs provided by the school evaluation report.

These schools will continue to communicate with each other via Skype calls, Whatsapp, email, phone, appointments. Pupils will continue to send gifts, wishes to second school pupils.

Both schools will continue to pass on new knowledge, methods of educating pupils with cerebral palsy to other schools, parents and the general public in the country through training, meetings, websites.

Please describe the activities you have implemented to make your project known and its results more widely used.

- How did you make the results of your project known within your partnership, in your local communities and in the wider public? Who were the main target groups you have shared your results with?
- Are there other groups or organisations who have benefitted from your project? Please explain how.

We informed the general public, parents of children and pupils, pedagogical staff about the results of this project in the form of meetings, trainings, newspapers, interviews with local television, leaflets, websites.

Link to news in the local press in Czech republic:

<http://www.koprivnice.cz/index.php?id=koprivnicke-noviny-koprivnice&tema=motylek-zahajil-spolupraci-s-dalsi-skolou-v-britanii&clanek=24857>

<http://www.koprivnice.cz/index.php?id=koprivnicke-noviny-koprivnice&tema=reditelem-motyliku-je-marek-poruba&clanek=27445>

Link to news on local TV:

<https://www.youtube.com/watch?v=M3VomPO8pjc>

We shared the results with the main representatives of the city of Koprivnice in the Czech Republic and Tower Hamlets in London.

The main target group was parents of pupils, other special schools in the Czech Republic and the United Kingdom. Pedagogical inclusion in this project preceded the experience not only within schools, but also in the form of meetings and advisors to other special schools and special pedagogical staff. Both schools will try to use the distribution of new knowledge to other special schools in order to improve teaching and care for such disabled children.

Did your project produce any concrete outputs that can be used by others (e.g. publications, manuals, guides, web-based applications, instruction videos, etc.)?

NE

Erasmus+ requires that all project outputs are shared through an open license and made publicly available on the Internet. Please provide some details about how you plan to fulfil these requirements.

10. Budget (coordinator school)

Please note that the following budget summary only includes information on the budget of the coordinator school. Therefore the figures presented in this section may differ from those presented in the previous sections of the report where information for the entire partnership is summarised.

The details of the budget for partner schools are specified in their own financial reports. For more information on the structure of the final report please consult the explanation provided in the section 'General information' at the beginning of the report.

Budget Items	Grant
Řízení projektu a realizace	12000
Výukové/vzdělávací/školící aktivity	4830
Total grant	16830

10.1. Budget for Learning, Teaching and Training Activities

Číslo aktivity	Group No.	Typ aktivity	Individual Support Physical Activity	Individual Support Total Grant for Participants	Cestovní náklady	Mimořádné náklady na cestu	Jazyková podpora	Total grant
C3	C3-E10205744-00001	Short-term joint staff training events	1,060.00	1,060.00	550.00	0.00	0.00	1,610.00
C5	C5-E10205744-00001	Short-term joint staff training events	1,060.00	1,060.00	550.00	0.00	0.00	1,610.00
C7	C7-E10205744-00001	Short-term joint staff training events	1,060.00	1,060.00	550.00	0.00	0.00	1,610.00
C9	C9-E10205744-00001	Short-term joint staff training events	0.00	0.00	0.00	0.00	0.00	0.00
Celkem			3,180.00	3,180.00	1,650.00	0.00	0.00	4,830.00



10.2. Special Costs

Tato sekce se netýká tohoto projektu

11. Přílohy

dodatečné dokumenty, které jsou povinné pro dokončení zprávy;

In this section you should attach the Declaration of Honour signed by your organisation's legal representative, as well as any other needed documents.

Před on-line odesláním žádosti přiložte všechny dokumenty uvedené v Kontrolním seznamu.

Před odesláním zprávy národní agentuře, zkontrolujte prosím toto:

- Veškeré nezbytné informace o projektu byly zaneseny do Databáze mobility (Mobility Tool+).
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- Všechny důležité dokumenty jsou přiloženy:
- Čestné prohlášení, podepsané statutárním orgánem organizace.
- další nutné podpůrné dokumenty vyžadované v grantové smlouvě.
- uložili jste si nebo vytiskli kopii vyplněného formuláře pro své záznamy.
- nahráli jste příslušné výstupy na platformu pro šíření výsledků o projektu EPRP, pokud se Vás to týká

Seznam nahraných souborů

- Declaration of Honour 2018.pdf DOH
0.47 Mb
před 4 minutami