LEARNING EUROPE THROUGH STUDYING AND DISCOVERING OPPORTUNITIES WITHIN THE FRAMEWORK OF ERASMUS+ PROGRAMME

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Abstract

The project Learning Europe Through Studying and Discovering Opportunities № 565543-EPP-1-2015-1-RU-EPPJMO-PROJECT Erasmus+ Jean Monnet Activities sub-programme facilitates to bringing up a new generation oriented on establishment and stabilization of a constructive dialogue with Europe through assimilation of knowledge of EU into the ambiance of schoolchildren and students of secondary vocational education. The project includes key activities, such as organization of training courses and workshops for teachers and pupils, creative contests for schoolchildren, promotional events on European culture, language school in the summer camp, centralized conferences for talented schoolchildren, young scientists and lecturers, researchers, organization of discussions within the topic groups involving specialists with the knowledge of Europe, its traditions. The main project outcomes are as follows:

1. Stimulating teaching and research in the field of European integration studies, cultural stereotypes of Europe, Russian and European models of values, exchange of ideas and good teaching practices;
2. Promotion of scientific-research debates and public discussions on the key topics linked to the European integration in the framework of language and culture interdependence;
3. Investigation and identification of contemporary youth actual problems in Russia and Europe, discovering the main factors of youth socialization;
4. Advancement of intercultural dialogue between representatives of different linguacultures, development of communicative and sociocultural competences in the educational environment of students;
5. Arrangement of conditions for the creative thinking development on the bases of intellectual activity, project-research-oriented study, individualized creativity, module integration, transference to the self-learning;
6. Coaching of new teachers’ generation motivated to work with children and teenagers, solving intercultural and integrational problems efficiently;
7. Fostering the engagement of pupils/students in research of European countries, creating theoretical and empirical basis for the further fundamental studies of EU by the young researchers.

Importance of the project at the educational level consists in its innovation as the first regional project devoted to European integration, aimed at a focus group of young people and including various types of educational activities (researching, art and teaching ones). Novelty of the project is linked to the content, applied teaching technologies and approaches, achievements of European and Russian research schools.

Keywords: international project, Jean Monnet, Learning Europe Through Studying and Discovering Opportunities, ERASMUS+ Programme, dialogue of cultures, contemporary youth.

1 INTRODUCTION

During last 10 years, Don State Technical University (DSTU) located in the south of Russia has been playing role of the integration center that harmonizes intercultural communication in education. Bologna club, the first one in Russia, The Center of International Education and Tuning are functioning on the basis of the university, academic mobility programs are being realized together with European HEIs, lecturers from EU countries work here. The basis, developed due to active coordinative international activities, consisting of fundamental theoretic materials on humanitarian subjects and
applied developments in teaching methodology, enables to start realization of educational and scientific work in the sphere of intercultural communication at the new level. Responding to growing demands of lifelong learning society which requires more flexibility and differentiation DSTU is committed to implementation Bologna principles into education process and university management and the best ways development for two/three cycle system realization in the Russian Federation. Focusing on employability and competitiveness as the key factors of human resources sustainability of modern society, DSTU provides innovative educational methods and technologies for competence-based and student-centered learning and fosters business-oriented programmes. The university is forming its strategies and activities in the context of global changes on a worldwide basis both for students and academic staff for the integration into European educational space. As an educational cluster DSTU proposes a continuous educational system which provides an opportunity to develop and organize actions aimed not only at increase of interest in traditional European values but also at step-by-step creation of a toleration behavior pattern and providing possibility of adaptation of the future programme graduate to living in realities of global European area. The appropriate age to create belief mindsets is an early childhood and adolescence. That is why participation in “Learning Europe through studying and discovering opportunities” (LETSDO) within the framework of Erasmus+ programme Jean Monnet activities is the priority for DSTU.

Importance of the project at the educational level consists in its innovation as the first regional project devoted to European integration, aimed at a focus group of young people. Aim of the project is bringing up a new generation oriented on establishing and stabilization of a constructive dialogue with Europe through assimilation of knowledge of EU values model into the ambiance of schoolchildren and students of secondary vocational education.

Potential of the trainees is developed through interactive educational technologies. Necessity to create the project development perspectives determines the need to steer teachers towards an adequate innovative model of course participants’ upbringing which makes logical giving the educational module for teachers and research-and-practice conference running on cross-cultural integration problems. Novelty of the project is linked to the content, technologies of pedagogical process of the project realization; it uses achievements of European and Russian society discovered during realization of the project strategy at DSTU research platform.

Rostov region as a near-border area is a place where several tens of nationalities live together and form their Diasporas, so a lot of inhabitants are multilingual. Geographical location and peculiarities of settlement have been revolved around researchers of integration problem, which is one of the problems noticed in the project “Jean Monnet” as well. Field project realization in DSTU educational environment is appropriate for fulfilling programme potential. Field project realization educational environment allows to develop a system of knowledge and skills continuity and pupils tutoring in the framework of life-long learning complex: school – college – university. The perspective of project target audience expansion is based on possibility of university kindergarten involvement for the further European values translation in playful way. The project involves coaching of new teachers generation motivated for working with children and teenagers and innovative and creative solving of intercultural communication and integration problems. Formation of such teachers’ generation as a project result defines further tolerance model implementation in the school and colleges educational environment at the region level.

2 METHODOLOGY

Potential of the trainees was developed through interactive educational technologies. The cooperation of project’s key staff with the targeted audience was realized in the following effective models:

- Tutoring. That is scientific supervising and coaching of researches and creative works by pupils and vocational education students, who are involved into Workshop activity. The tutors were the members of the key staff.
- Coaching. Efficient coaching is directed to school and colleges teachers and is aimed at teacher’s potential realization in the generation upbringing oriented on the perception of European values. Coachers arrange workshops with the help of interactive technologies: off-line and on-line. The outcomes are disseminated on the final webinar. Coaching includes monitoring of the interests and skills of recipients. The feedback is further education and pupil’s tutoring in the course of the project.
Training. During the probation of the project’s results, a range of skill trainings for the formation of new competencies is offered. It can form the ideological model of tolerance. Target audience (students and teachers) were coordinated by the key staff, who conducted case studies, brainstorms and role-plays, discussions within the groups, and mandatory post-training support for all the reference groups, with the creation of a contact database, regular e-mail counselling and conference invitation after the training courses.

The project outputs were reached through the joint work of the participants, promotion and dissemination activities, which were set throughout the project and focused on the development activities of the LETSDO project. The key staff of the project consisted of the young researchers who had pedagogical experience not only in high school teaching but in secondary school too. It promoted efficiently the development of intellectual and art potential of the trainees with a focus on their psychology. The project involved coaching of new teachers generation motivated to work with children and teenagers and solve intercultural and integration problems creatively.

3 RESULTS

3.1 Implemented Activities

How better to learn about European integration? Of course, to explore cultural values and stereotypes of the EU, to discover geographical, historical properties of EU countries, the concept of “Europe” in classical and postclassical philosophy, to analyze Russian culture and its classification within the frames of the culture contexts of E.T. Hall: past and contemporary condition, to identify the idea of «European values» as the element of culture media, Russian mentality as the combination of factors impeding integration into European Union, to explore language as a media and verbal/non-verbal form of culture reflection: English, French, German, Italian, Spanish, Russian, the phenomenon of translation equivalence: translation difficulties of some “European-way-of-life” concepts into Russian language, linguistic and cultural mechanisms of facilitating Russia’s integration into European Union, to determine tolerance: the volume and content of the phenomenon, peculiarities of its perception and interpretation by the representatives of different linguistic cultures, phenomenon of being politically correct: specifics of the phenomenon and process functioning within the frames of ethnos.

The aim of the first workshop “European integration through the cultural outlook” was to facilitate to a new generation upbringing oriented on establishing and stabilizing a constructive dialogue with Europe through knowledge dissemination about the geographical, historical properties of EU countries, their cultural differences, education and history that make Europe what it is at the level of secondary education institutions. The workshops presentations were combined with interactive trainings and master-classes, held by the local and non-local participants in the field of pedagogy, linguistics, literature, cultural studies and psychology. Within plenary and breakout sessions such topics as Russia in the Bologna process, the peculiarities of Russian and European education, intercultural integrated approach to teaching foreign languages, technologies of cross-cultural communication, the cultural identity of students, language as a media of verbal and non-verbal form of culture reflection, mechanisms of facilitating Russia’s integration into the European Union were debated.

The second stage of the project LETSDO was done via arrangement of the seminar “Dialogue of Cultures” that united 25 self-motivated, creative and inquisitive students of schools, gymnasiums, lyceums and colleges. The children got a unique chance to explore the culture of the European countries, got acquainted with the achievements of literature, music, painting, cinema, Nobel laureates; they got experience of working as young journalists, orators, literary editors. New workbooks designed by the LETSDO project participants helped to plunge into the culture of the studied European countries. Successfully selected short films aroused interest among the students, improved their knowledge of the traditions and cultural stereotypes of Europe. Work in small groups under the guidance of volunteers allowed each student to discover new aspects of integration in various fields of cultural life of the European Union. As a feedback, the materials of the Workshop “Dialogue of Cultures” encouraged the students’ interests to the culturological aspect of the problem and motivated the research and creative activity on European integration.

“Days of Europe” was a unique experience of cross cultural dialogue highlighting European values, cultural diversity, pattern of tolerance towards representatives of different cultures that united Russian schoolchildren with a series of striking events in the scope of education and culture: webinar “Education in the EU member states: opportunities, ways, decisions”, interactive group discussion on the topic “European Union: Current Integration Issues”, interactive cross-cultural games for the
learners of German and English, round table “The European Union: Stages of Development, Problems and Perspectives”, the seminar “European approach to educational programmes development” by the European expert professor Declan Kennedy, numerous debates and masterclasses with the native speakers.

The children and teenagers got unique experience of interaction with other cultures through the summer event ‘Kaleidoscope of European Languages’ held in “Raduga” camp. The activity provided interactive workshops in the European languages, cultures seminars, communicative trainings, cinema club session, outdoor games «European Mosaic», quizzes “In the domain of European languages” and quests “European hurry-scurry” contributed to the development of intercultural communicative competences, students immersion in the culture of European countries and the formation of tolerance skills. The participants studied the sights of the European countries, literature, cinema, and the peculiarities of national cuisine, customs and traditions of the UK, France, Spain, and Germany. Europe became closer to Russian teenagers.

The practical application of knowledge about European integration was the children's scientific conference "Discovering Europe". The Conference sections were as follows: time Kaleidoscope: integration within a historical perspective, the Text as a mirror of European integration, the Language of tolerance, Atlas of European values, the youth in Russia and Europe, variety of subcultures in global and European space, the latest European inventions and technologies, language, culture and job integration, language as the main means of international communication. The learning outputs contributed to the schoolchildren’s incentive to explore EU at the level of children scientific conference “Discovering Europe” followed by materials publication, which provoked children and teenagers’ interest with non-standard forms of communication.

Within the framework of the workshop “The youth of Russia and Europe” the main objective of which was to present a full highlighting of youth’s problems in both areas (Europe and Russia), to discuss the chief drawbacks in the family upbringing, school education, state policy which prevent the successful social integration and adoption of intercultural peculiarities of young people the training course “The Youth of the world: the main leading power” was held. The core objectives of the course can be implemented as a tool in future state youth policies of different countries.

What the young people think and what they feel in the XXI century – that is the key question addressed the youth. During the debate were discussed such topics as the situation with youth in Europe and in Russia, the problem of so-called «WHAT GENERATION», international youth cooperation, education in Europe, youth organizations and networks in Europe and Russia, the educational and labor transboundary youth mobility, recreational activities of young people in Europe and Russia. The speaker stressed the importance of history in the life of the country, as well as the inadmissibility of falsification of historical events. There were invited speakers from Spain, Italy, the students participating in academic mobility programs, and studying humanities at DSTU and with the assistance of ISU (Interacademic Students Union) "Synergy" discussion ground : "Spiritual and value orientations of young people in Russia and Europe", and the closing of the Conference “The Youth of Russia and Europe: Problems of the Edge!" The participants analyzed such youth issues as freedom of expression and its limits, responsibility for the environment and disastrous indifference to nature, tolerance for peers with a fundamentally different way of understanding the world, the influence of works of culture and art for young people from different countries.

The discussion platform "Spiritual and value orientations of the young people in Russia and Europe", drew attention to the fact that the universal spiritual values – are the things, which we all have in common, which may contribute to the dialogue of Russian and European youth. The invited speaker A. Weitz, a member of the Commission on the spiritual, moral and patriotic education of the Council of Children and Youth on International Relations under the Russian President, Chairman of the Public Council under the General Directorate of Social Communications of the Moscow Region, in his report examined the value orientations of the youth environment, the pros and cons of which favored students who adopted report not only from the standpoint of general culturological knowledge, but also personal experience. The invited expert in a very accessible and lively manner spoke to students and teachers about his life, about the people and events that have contributed to shaping his worldview.

Alex Weitz, despite German roots, considers himself a Russian. Questions about civilizations were raised and discussed: our native and Western ones, about the differences, and value foundations on which they are based. A. Weitz has identified seven core values of the Russian people: 1) the relation
of man to the faith 2) family 3) homeland 4) attitude to the language 5) attitude to work as a duty 6) attitude to the allegiance as a vocation or calling 7) attitude to historical memory.

The outcome of the event brought together representatives of Assyrian, Greek, German, Georgian national diasporas, representatives of various religious denominations, native Russian, English, Italian, Spanish and speakers of many other languages of the world.

Despite the problems with the youth from different countries, and ethnic and cultural differences, which were paid attention to during the conference, the modern world brings together the global cultural space, which allows anyone to realize their full potential, if he or she accepts and realizes the spiritual and moral values, the potential inherent in language, customs and traditions of every person.

The final event that contributed to the project dissemination was the international scientific-research conference “European Global Area: integration problems in terms of intercultural communication”, which enables the stakeholders to summarize the experience and knowledge gained during the courses. Plenary meeting was dedicated to bilingualism as a consequence of European integration, language of tolerance, Europe without isogloss: new tendencies of applied linguistics development, European educational model in Russia: specifics of assimilation and functioning, European values of different nations, dialogue of cultures, modern educational approaches and technologies within the framework of European and Russian harmonization, global area of art. The plenary meeting followed by roundtables in the form of workshops: «Theory and practice of intercultural communication», «European values through linguistic-culturological approach», «Language personality in terms of the cultures dialogue», «EU literature process: problems of poetics and esthetics of textual representation», «Integration model in mass media: history and theory of the question», «Sociolinguistic situation in EU», «Modern educational approaches and technologies within the framework of European and Russian harmonization », «Global area of art».

The objectives of the event were to arouse students’ interest in understanding the values advanced by the European Union, to generate scientific and public discussions of current issues, and to reflect upon the contemporary phenomena of European integration through the prism of language and culture. That is why in the framework of the scientific and practical conference "Global European Space: Problems of Integration through the Prism of Intercultural Communication", master classes on the study of European languages were held. The master classes brought together schoolchildren and university students alike. The young people got a unique opportunity to enjoy French, German, Spanish, Portuguese, and Spanish in practice. The master classes were conducted by native speakers. In the master classes, young participants had a chance to catch a glimpse of the native speakers’ cultures, learning some simple everyday phrases, and playing interactive role games. Most participants expressed a desire to learn one of European languages in the future.

A collection of articles was issued following the results of the conference in order to disseminate results of the discussions, exchange of best practices and making an open dialogue in the future.

Broadcast experience - the conference proceedings which will be distributed to secondary and vocational institutions in the region. The key project staff alongside with teaching conducted a research work, planning to be reflected in scientific publications in reputable journals. Necessity to create the project development perspectives determined the need to steer teachers towards an adequate innovative model of course participants’ upbringing, which makes logical giving the educational module for teachers and research-and-practice conference running on cross-cultural integration problems.

### 3.2 Impact of the Project

The results were shared and used widely at regional, national and international levels to ensure strong participation with all forms of media [1]. All the activities relating to the project were in the holistic use of learning outcomes and were promoted and disseminated through the publication of articles, presentations at relevant academic conferences, proceedings, leaflets, and information letters. Promotion and dissemination of relevant quality assurance matters were undertaken. Dissemination activities included the use of seminars, workshops, round tables and enabled dissemination of the key results of the project. The expected outcomes were reached due to the clear structure of cooperation, meticulous plan following, control over the project realization and reports issuing for partners and EACEA, strong expertise of the project key staff. LETSDO involved partners participation and produced changes at all levels from local to international ones.
The project was aimed at the development of the informal education as an individual cognitive activity. The printed articles, presentations at relevant academic conferences, information on-line resources can be widely used by the audience autonomously after the project completion. The project provided the deliverables on EU that can be used by teachers while preparing for their classes with students. The project offers some practical handbooks “Guide on Europe”, “Dialogue of Cultures” that can be used by teachers. The most effective strategy was visiting large events (f. ex. conference “European Global Area: integration problems in terms of intercultural communication”, ‘Days of Europe’) and distributing and/or presenting the material directly.

The seminars and training courses were effective in building systems of dialogue among EU residents and local representatives. In the course of the project different forms of cooperation aimed at dialogue transmission between the stakeholders: HEIs and secondary schools, employers, administrative bodies, civil organizations were piloted. Active project activities involved various integration forms of cooperation between the best methodologists, teachers and prominent pupils and students. Coaching of the talented youth, organization of refreshing courses for teachers, availability of e-database of talented young researchers, arrangement of summer camps contributed to stimulating knowledge on the European countries [2].

The project gave start to mobility exchange activities, providing possibility to establish scientific and partnership cooperation, to elaborate new educational materials, teaching and learning approaches. Formation of such trainers’ generation as a project result identified further tolerance model implementation in school and colleges educational environment at the regional level. Teaching was combined with field researches, the results were published in expert scientific editions transmitting, and popularizing scientific and pedagogical experience gained during the project.

In the framework of the project, the research on the core values of youth was conducted to get the empiric data available for further analysis of common youth’s problems, lifestyle, bilateral influence between the state youth policy and young generation.

The key project staff ran training courses for various target groups, thus multiplying the number of experts and contributing to better understanding of the European ideas. The project materials envisioned not only in face-to-face, but also in e-format, making use of new technologies, including videoconferences and video clips filmed by DSTU TV. All the video clips were provided with interviews of stakeholders involved and participants to the study visits. They are available not only on the project website but on the popular social networking, you tube.

Many Russian secondary establishments already enjoy the support of their respective local governments. These relationships are to be further developed with the aim of bringing about the attitude change crucial for the successful implementation of project outcomes.

The project products provide ready-to-use tools for training mediator trainers, establishing high quality standards and corresponding to actual needs. Best practices from all over Europe have been integrated into the products and transferred through them. Standardization, validation and certification of training have been actively promoted through close cooperation with policy-makers and stakeholders. Large numbers of institutions, professionals and individuals concerned with migrant integration issues were reached through dissemination activities. LETSDO has an important contribution to the systematization of knowledge in the field of intercultural mediation for immigrants.

This guide presents in detail the skills, competences and other characteristics that research has proven necessary or desirable for an intercultural mediator. After depicting the LETSDO profile, the guide “translates” competences acquirable through training into a list of learning outcomes thus the guide provides a benchmark for the design of effective training programs and assessment tools, the detection of possible skill gaps.

### 3.3 Dissemination

The dissemination strategy was based on a combination of three thematic seminars, one promotional event, summer language school, creative contest, scientific conference for students, final conference with workshops, webinar, collecting the results of the project and 3 teaching courses all of which were targeted to different audiences at different levels. This guaranteed a profound opportunity for dissemination and exploitation. Following dissemination activities, the scope of LETSDO results (products and service) was increased and a wider number of stakeholders, researchers and professionals used them.
Dissemination was planned and carried out taking into account the typology of partners involved (state, regional and local Governments, research organizations, EU residents, scientists), their target audience and users, and the object of dissemination which changed and developed progressively while products and results were being produced.

The key non-local speakers of the two main events organized “Days of Europe” and “European Global Area: integration problems in terms of intercultural communication” (Portugal, France, Spain, Italy, Germany, Ireland) covered the main educational, academic and cultural networks around Europe. The final publication “European Integration: Challenges and Achievements”, concerning project’s feedbacks: 1. European integration through the cultural outlook. 2. Language as a key value of international communication. 3. Modern educational approaches and technologies within the framework of European and Russian harmonization 4. Different subcultures in the global European area. 5. The Role of Social Institutes in the Process of Social Adaptation of Youth, published on-line and printed was largely distributed among media educators, academics and all the stakeholders. A combination of online and printed versions (posters, brochures, PPT, didactic materials and direct commentaries of beneficiaries) covered a large range of dissemination channels. The publication strand comprised the development and enhancement of the joint programmes and educational materials, which were regularly updated, advertised at all the partner universities’ websites and maintained throughout the project’s lifetime. This way, the project on-line outcomes are available in both English and Russian to the widest possible audience. All the stakeholders have a free access to the online materials on the project’s website LETSDO. Publishing materials in Russian ensured that the possible language barrier did not affect the dissemination process. The actions foreseen by the project were aimed to disseminate EU experience and internationalization approach, to strengthen cooperation of Russian and European educational systems. Quality control was one of the most important points in the project. All the project activities, the outputs and the outcomes of the project were systematically documented and shared by the key staff. At the end of each event, a summarized report was disseminated to all target audiences and to the different stakeholders. The reports were focused on the project activities and their outcomes. A sustainability of the project was enhanced by the arrangement of the project website in English [3]. The project’s website is available. The objective of the web site LETSDO is to be one of the key sources used by a great variety of people; for example, the project participants such as pupils and VAT and high school students, teaching and administrative staff of schools and HEIs, general public, stakeholders and others.

The database is easily accessible and free of charge. The website contributed to the increase of wider audience awareness, dissemination of the project outcomes.

All the events were covered by our local media and reflected in video clips filmed by DSTU TV and promoted by social networks, such as You Tube, Facebook, v kontakte and so on. It helped to create and offer open educational resources (OER) and involve open educational activities to respond to technological progress.

4 CONCLUSIONS

The key project ideas are achieved and disseminated through the arrangement of 9 major activities including 2 seminars “A Guide on Europe: interrelations between culture and language”; “Dialogue of cultures”; promotional activity “Days of Europe in DSTU”; summer language event “European languages Kaleidoscope” held at the camp “Paduga”; training course “The Youth of the world: the main leading power”; creativity contest “Children view on Europe” and scientific research conference “Discovering Europe” with pupils publication; one large final conference “European Global Area: integration problems in terms of intercultural communication” and webinar LETSDO peer learning for dissemination of the projects outcomes and outputs. Seminars facilitated to a new generation upbringing oriented on establishing and stabilizing a constructive dialogue with Europe through knowledge dissemination about the geographical, historical properties of EU countries, their cultural differences, education and history that make Europe what it is at the level of secondary schools. The workshops presentations were combined with interactive trainings, lectures and master-classes held by the local and non-local participants in the field of pedagogy, economy, linguistics, literature, cultural studies and psychology. Within the trainings students with the usage of new workbooks “Guide on Europe”, “European integration in terms of the dialogue of cultures” designed by the key teaching staff explored successfully traditions and cultural stereotypes of Europe, achievements in literature, music, painting, cinema, discovered new aspects of integration in various fields of cultural life of the European countries. “Days of Europe in DSTU” was a unique experience of cross-cultural dialogue highlighting European values, cultural diversity, pattern of tolerance towards representatives of different cultures.
that united Russian pupils with a series of striking events in the scope of education and culture: webinar, group discussions, interactive cross-cultural games, round tables, seminar, numerous debates and masterclasses with the native speakers.

Students experienced efficiently the cross-cultural interaction with the representatives of different cultures through the summer school “European languages kaleidoscope” held at the Black seashore. The activity provided interactive workshops in the European languages, seminars, communicative trainings, cinema club sessions, outdoor games, quizzes and quests. Europe became closer to Russian pupils. A Creativity contest “Children view on Europe” united about 200 participants who competed in five nominations: projects LETSDO, essays «Discovering Europe», photos «Europe in Focus», paintings «My image of Europe», handicrafts «Create your own Europe». The practical application of knowledge about European integration was the children's scientific conference "Discovering Europe" followed by the materials publication which provoked children's and teenagers' interest with non-standard forms of communication. The final event was the international scientific-research conference that enabled the stakeholders to generate scientific and public discussions of current issues, to reflect upon the contemporary phenomena of European integration through the prism of language and culture and summarize the experience gained during the courses. Webinar, the collections of articles, monography contributed to making an open dialogue. The key staff alongside with three teaching activities conducted a research work based on the core values of the Russian youth. The results were shared and used widely at regional and national levels to ensure strong participation with all forms of media. All the activities were in the holistic use of learning outcomes and were promoted and disseminated through a large range of dissemination channels combining online and printed versions (posters, brochures, PPT, didactic materials, collection of schoolchildren and teachers articles, scientific monography, presentations at relevant academic conferences, webinar participation and direct commentaries of beneficiaries). The seminars and training courses were effective in building systems of dialogue among EU residents and local representatives, contributed to stimulating knowledge on the European countries. Different forms of cooperation aimed at dialogue transmission between the stakeholders: HEIs and secondary schools, employers, administrative bodies, civil organizations were piloted. The project gave start to mobility exchange activities, providing possibility to elaborate new educational materials, teaching and learning approaches. Teaching was combined with scientific researches, sociological surveys, the results were published in scientific editions transmitting, and popularizing scientific and pedagogical experience gained during the project. The research on the core values of youth was conducted to get the empiric data available for further analysis of common youth’s problems, lifestyle, bilateral influence between the state youth policy and young generation. The key outcomes concerned the establishment of cross-cultural dialogue between European partners, exchange of ideas and good European and Russian practices, experience gained by individuals in the course of event. Many Russian schools already enjoy the support of their respective local governments in establishing partnership with EU schools. Dissemination of the information on the European integration enabled to improve academic knowledge level therefore bringing up a new generation of highly qualified specialists in the area of European researches.

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