



Leonardo 4 Children Academy 2024-25

Project nr. 23PCE0003 – Erasmus+

National Report



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National Report: implementation of suggestions for policymakers

<u>Date</u>	<u>2025-05-15</u>
<u>School</u>	<u>Vilnius Alexander Pushkin gymnasium</u>

The following document contains

I. Results of stakeholders feedback

Annex I contains the completed forms filled by stakeholders.

II. Recommendations including :

- 1) the results of the piloting period in the national contexts
- 2) opportunities to integrate the Model into national (local, regional)
- 3) opportunities at EU level

Annex II contains a transferable case study developed by the school.

I. Results of stakeholders' feedback

Please summarize the stakeholders feedback (max 1000 characters).

Stakeholders noted that the L4CA model helps improve creativity and add sustainability to education, matching modern learning goals. However, challenges include a lack of resources, changes needed in policies, and difficulties in assessing results across subjects. Recommendations include finding funding through grants and partnerships, encouraging teamwork, and using digital tools to expand the model. Key steps are to align the model with current policies, include it in education reforms, and train teachers. At the EU level, programs like Erasmus+ can support cooperation between countries and provide flexible resources. Regular reviews and feedback are important to improve and maintain the model's success.

II. Recommendations

Section 1: Results of the piloting period in national contexts

1. What were the key lessons learnt during the piloting of the L4CA Model in your national context?

The key lessons from the piloting of the L4CA Model in our national context were:

Importance of flexibility: The model needs to adapt to local schools and policies.

Teacher support is essential: Teachers need training and resources to use the model effectively.

Student engagement: Activities in the model help students think creatively and focus on sustainability.

Challenges with resources: Schools need more funding and tools to fully apply the model.

Collaboration works: Working with other schools and organizations improves results.

2. What challenges did you face when implementing the L4CA Model in your school/classroom, and how did you address them?

The main challenges we faced when implementing the L4CA Model and how we addressed them were:

Limited resources: We lacked materials and funding to fully implement the model. To address this, we applied for local grants and reused available resources creatively.

Teacher training: Teachers were unfamiliar with the model's methods. We organized workshops and shared experiences to support each other.

Time management: It was difficult to fit the model's activities into the school schedule. We adjusted lesson plans and focused on smaller, manageable projects.

3. Have you discovered new unexpected features of your educational methods thanks to the piloting of the L4CA Model ? If so, please describe.

Yes, during the piloting of the L4CA Model, we discovered some new and unexpected features of our educational methods:

More student creativity: We saw that students became more creative when given freedom to explore ideas.

Better teamwork: Students worked together more effectively than before.

Flexible teaching works well: Adapting lessons to include real-life problems helped students understand better.

Importance of sustainability: Students showed more interest in learning about sustainability and how it relates to their lives.

Use of digital tools: We found that using technology made lessons more engaging and easier to manage.

4. What are the outcomes and expected impact from using the L4CA Model with students?

The outcomes and expected impact from using the L4CA Model with students are:

Improved creativity: Students become better at thinking of new ideas and solving problems.

Greater understanding of sustainability: Students learn how to care for the environment and make better choices.

Stronger teamwork skills: Students learn to work well with others and share ideas.

Better critical thinking: Students develop skills to analyze information and make decisions.

More motivation to learn: Students feel more interested and involved in their lessons.

Overall, the model helps students become more active, responsible, and creative learners.

5. What would be needed to make the use of the L4CA Model sustainable in the future?

To make the use of the L4CA Model sustainable in the future, we need:

Regular teacher training to keep skills updated.

Enough funding to buy materials and support activities.

Support from school leaders and policymakers to include the model in school plans.

Strong cooperation between schools, communities, and other organizations.

Good digital tools to help teachers and students use the model easily.

Continuous evaluation and feedback to improve the model over time.

These steps will help the model stay effective and used for a long time.

Section 2: Opportunities to integrate the Model into national (local, regional) contexts

1. In your opinion, how could the L4CA Model contribute to the existing national or regional education policies?

The L4CA Model can contribute to national or regional education policies by:

Supporting creativity and innovation in teaching, which many policies encourage.

Promoting sustainability education, helping schools meet environmental goals.

Encouraging teamwork and communication skills, which are often part of education standards.

Helping schools use new digital tools to improve learning.

Providing a flexible approach that can be adapted to different regions and school needs.

This way, the model can help improve education quality and support policy goals at different levels.

2. What specific elements of your local or national educational curriculum could be enhanced by incorporating the L4CA Model?

The specific elements of our local or national educational curriculum that could be improved by using the L4CA Model are:

Creative thinking and problem-solving skills — the model encourages students to think in new ways.

Environmental education and sustainability — it adds practical lessons about caring for the environment.

Interdisciplinary learning — the model connects different subjects like science, art, and social studies.

Use of technology — it helps include digital tools in lessons.

Collaboration and communication skills — the model promotes teamwork among students.

Adding the L4CA Model to these areas can make the curriculum more modern and effective.

3. What type of support (training, resources, time) would be needed to fully integrate the L4CA Model into the teaching practice on a broader scale?

To fully integrate the L4CA Model into teaching on a larger scale, the following support is needed:

Training for teachers so they understand how to use the model well.

Teaching materials and resources like lesson plans, guides, and digital tools.

Time for teachers to plan and prepare lessons using the model.

Technical support to help with digital tools and technology.

Support from school leaders to encourage teachers and provide necessary changes in schedules.

Opportunities for teachers to share experiences and learn from each other.

This support will help make the model easy to use and successful in many schools.

4. Can you identify any potential partnerships (local authorities, NGOs, universities) that could support the adoption of the Model?

Yes, some potential partnerships that could support the adoption of the L4CA Model include:

Local authorities — they can provide funding and help include the model in local education plans.

Non-governmental organizations (NGOs) — especially those focused on education, environment, or youth development, can offer training and resources.

Universities and teacher training colleges — they can help with research, teacher education, and developing new materials.

Community groups and businesses — they can support projects and offer real-life examples for students.

Educational technology companies — they can provide digital tools and technical support.

Working with these partners can make it easier to spread and improve the model.

5. Please provide your recommendations to national/local policy makers.

Support teacher training to help teachers learn how to use the L4CA Model well.

Provide funding for schools to get materials and resources needed for the model.

Include the L4CA Model in education policies and curricula to make it part of regular teaching.

Encourage cooperation between schools, local authorities, NGOs, and universities to share knowledge and resources.

Promote the use of digital tools to make teaching and learning more effective.

Set up regular monitoring and evaluation to improve the model based on feedback.

Raise awareness among parents and communities about the benefits of the model.

These steps will help make the L4CA Model successful and sustainable in education.

Section 3: Opportunities at the EU level

1. How can the L4CA Model contribute to EU educational policies? More specifically, how can the L4CA Model contribute to EU - wide youth engagement on civic education topics such as climate and equality?

The L4CA Model can help EU educational policies by:

Promoting creativity and sustainability in schools across all member countries.

Supporting the EU's goals for climate action and equality by teaching students about these important topics.

Encouraging young people to get involved in their communities through projects and teamwork.

Providing a flexible model that works in different countries and cultures across Europe.

Using digital tools to connect students from different countries and share ideas on civic education.

This way, the L4CA Model can help young people in the EU learn about and act on issues like climate change and equality.

2. How can the L4CA Model foster collaboration and knowledge exchange among educators/schools across different EU countries?

The L4CA Model can help teachers and schools from different EU countries work together and share knowledge by:

Creating online platforms where teachers can share lesson plans, ideas, and best practices.

Organizing joint projects for students from different countries to work on together.

Encouraging teacher exchanges and training programs between schools in different EU countries.

Using digital tools to hold virtual meetings, workshops, and discussions.

Building networks of schools and educators focused on creativity, sustainability, and civic education.

These activities will help educators learn from each other and improve teaching across Europe.

3. What kind of EU support (funding, training programs, networks) would encourage schools in your country to implement the Model?

To encourage schools in my country to use the L4CA Model, the EU could provide:

Funding to help schools buy materials, digital tools, and run projects.

Training programs for teachers to learn how to use the model well.

Networks and partnerships to connect schools and educators across Europe.

Support for student exchange programs to share experiences and ideas.

Guidelines and resources in different languages to make the model easy to understand.

This support would help schools feel confident and ready to use the L4CA Model successfully.

4. Please provide your recommendations to EU policy makers.

Increase funding opportunities specifically for projects using the L4CA Model to support creativity and sustainability in schools.

Create training programs for teachers across all member states to learn how to apply the model effectively.

Promote networks and partnerships between schools, universities, and NGOs to share knowledge and best practices.

Support digital platforms that allow educators and students from different countries to connect and collaborate.

Encourage inclusion of the L4CA Model in EU-wide education strategies focused on climate action, equality, and civic engagement.

Regularly monitor and evaluate the impact of the model and collect feedback to improve it.

Raise awareness among communities and families about the benefits of using the L4CA Model in education.



Annex II: Case study

Leonardo 4 Children Academy - example

Authors of the example

School: Alexander Pushkin gymnasium

Teachers: A.Kodzisoa, A.Rudak, A. Prošečkina, N.Barkouskaya, S.Prokopovich, V.Yanch, A.Barbarović, J.Ruković

Contact details (optional): email

Title

The concert “Leonardo 4 Children”

Target participants

Children aged 6-12:

Teenagers aged 13-18:

others:

Different groups of kids, among 7-18 years old.

Discipline

Disciplines involved:

The concert combined multiple disciplines, including **music, dance, visual arts, and literature**, emphasizing a multidisciplinary approach. Students also engaged in creative interpretation, storytelling, and the performance of cultural heritage through folk and modern works.

Expected role of Art & Science:

Art serves as a medium to inspire creativity, empathy, and community connection. The performances highlighted themes of harmony, equality, and environmental awareness, showcasing how art can address global challenges. Science played a subtle role by informing the thematic elements, such as the portrayal of natural elements and their interactions, aligning with Leonardo da Vinci's exploration of the natural world. Together, art and science aim to foster critical thinking and responsible leadership in the next generation.

Link with Climate and/or Equality topic

The concert strongly connected with **climate** and **equality** themes by highlighting the importance of protecting nature and promoting harmony among people. The performances beautifully portrayed elements of nature such as water, air, earth, and space, emphasizing our deep connection to the environment. Additionally, songs from different cultures—Lithuanian, Russian, and Ukrainian—celebrated diversity and unity, reinforcing the message of equality. Through music, dance, and storytelling, the event inspired awareness of environmental issues and social responsibility, encouraging the audience to work towards a sustainable and fair future.

Teaching resources

Information: Project materials included stories like Leonardo da Vinci's fable "The Water Becomes Vapour," and educational content about the elements of nature and their significance. Cultural background on Lithuanian, Russian, and Ukrainian folk songs was also provided to enrich the learning experience.

Material: Music scores and choreography notes for the performances, multimedia presentations about climate and equality themes, and texts explaining the connection between art, science, and nature.

Tools: Musical instruments, stage lighting and sound equipment, costumes for dance performances, and digital platforms for coordinating rehearsals and sharing project information among participating schools.

Time required

Preparation: Intensive rehearsals took about one month, with some performances being practiced since October.

Execution: The concert lasted approximately one hour.

Description of the activity

The activity was a charity concert held at our school, featuring a diverse program of music, dance, and theatrical performances. Students presented pieces inspired by nature—water, air, earth, and space—and performed folk songs from Lithuanian, Russian, and Ukrainian cultures. The event aimed to raise awareness about environmental protection and equality, while showcasing the creativity and talents of our students. It was organized in collaboration with the Carrano 4 Children foundation and involved contributions from music and dance teachers, creating an inspiring community experience.

Preparation

We selected **climate change and equality** as the central themes, integrating **Music, Art, Science, and Social Studies**. Tools and resources, such as audio-visual equipment and stage

props, were adapted for students with different abilities. Teams and roles were pre-assigned to foster collaboration.

What teachers did:

Identified the themes of climate change and equality with strong emotional and societal value.

Organized interdisciplinary lessons combining Music, Art, and Science.

Adapted materials for students with special needs, including visual prompts and simplified instructions.

Designed the event structure with clear roles (performers, technicians, coordinators).

Prepared the school's performance area, including ICT setup and logistical planning.

Why it's important:

This step ensures accessibility, emotional engagement, and readiness to explore the themes through creative expressions. A well-prepared foundation supports student confidence and deep involvement.

2. Defining the Issue

Students explored the question: "**How can art and science inspire awareness about climate change and equality?**" Emotional discussions and brainstorming sessions helped contextualize these global challenges.

How the issue was introduced:

Central question posed: "How can we creatively address these issues?"

Trigger activities: Viewing environmental documentaries, listening to equality-themed songs, and discussing real-world examples.

Focused discussions on the impacts of environmental degradation and social inequality.

Educational value:

Students gained awareness of pressing global issues and connected them to their lives, creating a foundation for authentic engagement.

3. Explore the Issue and Existing Knowledge

Using digital platforms and discussions, students researched environmental challenges and social movements. Artistic expressions and discussions enriched this phase.

Activities involved:

Researching climate change and equality using online platforms like Europeana and IPCC resources.

Discussions in Socratic Seminars to analyze perspectives on art's role in activism.

Exploring how music, art, and science intersect in raising awareness.

Impact:

Students developed critical thinking and an understanding of how art and science can address societal challenges.

4. Taking Inspiration

Students drew inspiration from **environmental campaigns, artistic movements, and cultural expressions**. Discussions on music's power to unite people sparked creativity.

Sources of inspiration:

Artistic works like protest songs and climate-themed art pieces.

Stories of young activists making a global impact.

Discussions about the influence of cultural unity on solving global issues.

Learning outcomes:

Emotional and creative connections motivated students to channel their ideas into purposeful artistic expressions.

5. Investigate “The Solution”

Students brainstormed ways to use the concert as a platform for spreading messages of **sustainability and equality** through performances, visuals, and audience engagement.

What students explored:

What artistic performances best represent these themes?

How can we engage the community in understanding our message?

Options included: Songs, visual projections, spoken word poetry, and multimedia presentations.

Skills developed:

Problem-solving and ethical reasoning.

Creativity and audience engagement strategies.

6. Discuss and Choose

Students worked in teams to evaluate artistic ideas and assign roles, balancing creative expression and logistical feasibility.

Decision-making process:

Team discussions to choose the most impactful performance pieces.

Role assignments: Performers, sound technicians, and stage managers.

Peer feedback to refine concepts and align with the central message.

Key competencies:

Teamwork, negotiation, and leadership.

Creative autonomy and ownership of ideas.

7. Create the Project

Students composed and rehearsed music, designed stage props, and prepared visual presentations. Collaborative tools like Google Drive supported shared tasks.

Creation stage included:

Rehearsals of songs and performances.

Designing visual backdrops and posters using digital tools.

Recording narration or poetry to accompany the concert.

Learning power:

Hands-on creation helped students blend emotional and technical skills to craft a compelling event.

8. Finalize the Message

Through rehearsals and peer reviews, students refined their performances for maximum emotional and intellectual impact.

Refining and testing:

Rehearsals with teacher and peer feedback.

Adjustments to ensure clarity and coherence in performances.

Emphasizing messages of **hope, unity, and responsibility**.

Goal:

To deliver a polished, impactful message that resonates with the audience.

9. Present and Support the Message

The concert was held at the school with approximately 200 attendees, including students, families, and community members. Performances were accompanied by multimedia displays.

Presentation included:

A sequence of performances integrating music, poetry, and visuals.

Audience interaction segments to promote engagement.

Sharing recordings and photos on school platforms and social media.

Confidence boost:

Public presentation empowered students to take pride in their voices and creativity.

10. Assessment

Students and teachers reflected on the concert's impact, evaluating creativity, teamwork, and the message's effectiveness.

11. Recognition and Promotion

Student work was celebrated and shared, with plans for future iterations of the project.

Celebrating and sharing:

Showcasing the concert on school and Erasmus+ platforms.

Planning annual artistic events on similar themes.

12. Impact and Legacy

The project nurtured critical thinking, creativity, and civic engagement. Students gained confidence in their ability to use art and science for societal change.

Impact of the activity on the competences of participating students

Competence	Description of the expected impact	Expected impact (high-medium-low)
Knowledge:	Students deepened their understanding of environmental topics such as nature's elements (water, air, earth, space) and cultural diversity through folk songs.	High
Art & Science skills:	Participants enhanced their musical, dance, and storytelling skills while connecting artistic performances to scientific themes like climate and equality.	High
Social skills:	Students improved teamwork, collaboration, and community engagement by preparing and performing together.	High
Emotional skills:	The event fostered empathy, sensitivity to global issues, and pride in their collective achievements.	High
Communication skills:	Performing and presenting to an audience helped develop public speaking, confidence, and cultural expression.	High
Attitudes:	The concert encouraged responsibility towards the environment, respect for cultural diversity, and a positive, proactive attitude to societal challenges.	High

Conclusions and recommendations for future application

Conclusions and Recommendations for Future Application

The concert successfully combined art and science to engage students and the community in important topics like nature, climate, and cultural diversity. It fostered creativity, teamwork, and social responsibility, demonstrating that interdisciplinary projects can inspire meaningful learning and positive action.

Recommendations for future events:

- Continue integrating diverse art forms with scientific themes to deepen students' understanding and engagement.
- Involve more community members and partners to expand the impact and support network.
- Extend preparation time to allow for even more polished performances and creative experimentation.
- Incorporate reflection sessions post-event to reinforce learning and emotional connections.
- Use digital tools to share the concert widely, reaching audiences beyond the school.

Overall, projects like this can become a regular part of the curriculum to nurture responsible, culturally aware, and environmentally conscious future leaders.

Audio-visual material

Please develop audio-visual material and a 1'-5' tutorial to be shared on Internet and social media (eg YouTube videos, reels etc).

<https://youtube.com/shorts/Mg0JsU3GCo>

















