

CREDI Handbook

Get Out of the Box

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Erasmus+ CREDI project

Partner Schools

Profesionalas izglitibas kompetences centrs
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CREDI

From creative idea to creative entrepreneurship

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CREDI

The Project

Cultural and creative industries are the key point of support for a new pattern of economic growth based on creativity and innovation, which has an enormous potential to respond to the challenges of the current policy of the European Union. Skills and competences obtained in VET can't be limited to meeting the demands of technical and industry-based occupations, or handicrafts. VET is a key source for support of the growth of the creative sector. Young people coming out of VET schools will be expected to be capable of individual entrepreneurship, start-ups and inventing their own jobs as the world is now looking for job creators rather than job seekers. The highly paid and highly demanded skillful specialists nowadays are related to products and services innovations. In order to fulfil the current market demand VET should ensure that the curriculum and teaching methods support development of creative entrepreneurship and design product commercialization.
The core competencies required by modern entrepreneurial works should be developed through vocational education. There are several competences critical for being successful entrepreneur: design thinking, team working, problem solving, communication, business modelling and business planning.
Those competences should be trained together with intercultural and practical professional skills.
The analysis of VET graduators' career shows the gap between students' creative performance at school and their difficulties of professional self-actualization after graduation. That is caused by low level of awareness of real situation in industry and lack of competences to maintain the creative career. Changes in teaching approach would solve this problem and students would be better trained for future life and would easily position themselves in labor market and see themselves as being the source of regional and national economic success.





Olga Krumpāne
Deputy Director,
Teacher of
Entrepreneurship

The idea of strategic cooperation in the field of training creative entrepreunership in VET schools was proposed by Olga Krumpane from Daugavpils secondary school of design and arts "Saules skola" (Latvia) and was supported by Mikko Sirila from Valkeakosken seudun koulutuskuntayhtymä (Finland) during Erasmus + TCA in Bad Neuenahr-Ahrweiler. Later Diana Conte from Scuola d'Arte Andrea Fantoni (Italy) and Dimitra Klendrou from 1 EPAL NEAS IONIAS MAGNISIAS (Greece) joined the "creators' pool".
Four VET organizations across the EU joined their efforts for cooperation in the field of competence training and exchanging the best practices of teaching basic entrepreneurship. The main emphasis of this project is made on the teaching practices with aim to shift the teacher's approach from the low functioning to solution-oriented tasks and achieve the quality and efficiency of vocational training.

The application was created and submitted by leading partner- "Saules skola" and was approved by the National Agency. The great CREDI team was founded in 2019 and 3 years later (the project duration was extended due to COVID-19 pandemic) successfully achieved the defined project goals.



Priorities and Expected Results



Supporting individuals in acquiring and developing basic skills and key competences was defined as EU horizontal priority of the project

The project was aimed to support VET teachers in their search for modern creative approaches in teaching entrepreneurial skills and to provide opportunities to VET learners to experience the modern multicultural environment in classroom and tosolve the entrepreneurial tasks in creative way.The results of 3 years long strategic cooperation activities are really amazing:

-four schools established and successfully maintained not formal but vital and strong partnership,

-30 teachers enthusiastically participated in the project activities, collected the creative methods of teaching entrepreneurship and jointly developed very practical interdisciplinary teaching materials.

- more than 80 external non-teaching professionals - representatives of local creative businesses and cultural institutions were involved in the project.

- 22 learners became real friends and they keep regular communication via social networks sharing ideas, thoughts, personal events and school achievements.

- the improvement to curriculum is defined and formulated at each partner school.What could be considered as the best outcome of the project? Definitely it is the strong mutual intention to continue the development of our partnership and to launch a new project in the coming school year.

Partner Schools

Profesionalas izglitibas kompetences centrs “Daugavpils Dizaina un makslas vidusskola *Saules skola*”



Daugavpils Secondary School of Design and Art “Saules skola” is an educational body founded by Daugavpils City municipality. “Saules skola” is an institution with a modern, state-of-the-art design infrastructure, it is a prestigious provider of knowledge and quality-based vocational education, lifelong learning and training. The school offers various vocational upper secondary education programs, the professional direction education program (Children Art School) and adult education programs in the field of visual arts and product design.School graduators receive a qualification of a design specialist that enables them to perform individual business activity, work in public and private companies, as well as to continue studies in Latvian or foreign institutions of higher education. The strategic objectives of Saules skola are: improvement of quality of vocational training, meeting the demand of European labour market, promoting of sustainable design principles. The school actively participates in the cultural life of the region. The students qualification works address topics that are important for the development of the city and the region. Saules skola maintains successful cooperation with creative institutions in Latgale region and on national level. Development of “Saules skola” contributes to the well-being of the Latgale Planning Region, Daugavpils City and its inhabitants, promotes the competitiveness of the city and the region and integration to Europe, contributing to the development of diverse arts, design education and creative industries, ensuring a creative, innovative, favorable environment economic activity and population.

Scuola d'Arte Applicata Andrea Fantoni



Ever since its foundation in 1898, Scuola d'Arte Andrea Fantoni has always been strongly orientated towards education and vocational training, being accredited by the Lombardy Region to provide training and employment services. Entering the world of work at the end of the course is facilitated by the work department.

Scuola d'Arte Andrea Fantoni is recognized as a private school by the Ministry of Education and follows the five-year path of Art School, through two courses of studies: Architecture and environment and Visual arts.

Thanks to its tradition and its activities, it is a solid landmark among public institutions, activating every year more than 200 internships between students and local companies, as well as multiple collaborations with organizations and public institutions for the implementation of specific projects. Moreover, it has been cooperating with organizations, associations, schools and vocational training centers within the Italian and European Leonardo Projects funded by the European Union.
Scuola d'Arte Andrea Fantoni has always been focusing on extending its network of relationships to open meaningful partnerships even abroad - over 200 local companies of Graphics industry and Furniture Design currently host foreign students for internships.

1 Epal N. Ionas Magnisias



1 EPAL NEAS IONIAS MAGNISIAS consists in about 60 teachers and 400 pupils – including the entire region of Magnisia proving therefore a great regional importance.

There are 4 educational sectors: a) Mechanical engineering, b) Construction work, c) Health-Care and Well-being, d) Applied arts.

Our school aims to become a meeting place for people from all cultures, where students learn independently and share knowledge and experiences. The education starts at the existing level of the pupils, with their ambitions and personal skills - individual differences are respected in equality. The educational work of the school is directed to prepare the students for a professional career to start immediately. They can also participate in International Vocational Training Courses and partnerships projects with their teachers.

The keywords of our pedagogical work are personal and individual care, to offer the pupils the best personal development opportunities based on strength, ambition and integrity leaving space to an active participation in society.

Valkeakosken Seudun Koulutuskuntayhtymä



Valkeakoski Vocational College (VAAO) is situated in Valkeakoski, 150 kilometers north of the Finnish capital, Helsinki. With 1200 students in youth and adult education, it is a main VET provider in the Region.

The educational fields include various Qualifications in Technology, Communication and Transport; Social and Health Care; Hotel, Restaurant and Catering Services; Business and Administration and Natural Sciences.

All VAAO education is provided in very modern Valkeakoski Campus – mostly built in 2010 - which also includes Upper Secondary School Tietotien Lukio and a Campus of Häme University of Applied Sciences (HAMK). The well-equipped infrastructures both in Service and Technology, Communication and Transport Sector studies are strategically designed to support work based learning possibilities and entrepreneurial studying methods in the school.
Most of the teaching methodologies in the school are work-based orientated meanwhile real customers are part of the studying process.

MasterClasses



Learning, Teaching, Training Activities

The project CREDI was aimed to encourage the sharing of best practices and mutual learning for VET teachers and included several mobilities for teachers and students.
The first short term joint staff training event took place in 2019 in Daugavpils (Latvia) where the leading partner “Saules skola” organised a seminar “Building Entrepreneurial Skills in Vocational schools”. The teachers of all partner schools discussed the role of entrepreneurial training in VET, studied the experience of the program “Junior Achievements” in Latvia and success stories of LIAA Business Incubator in Daugavpils. Local creative professionals presented their business cases and evaluated the importance of proper business studies during school years.
The further steps in sharing experience included two training sessions for teachers combined with mobilities for learners. Due to pandemic situation in the world the project mobilities were postponed to the end of 2021 and beginning of 2022
The project team agreed on critical entrepreneurial skills, the teachers selected tasks and methods of teaching the particular business process and tested the methods in diverse international classroom made by learners from all partner schools . Diversity brought new perspectives into a classroom. VET learners with different genders, nationalities, languages, backgrounds, etc. brought multiple insights and thoughts in solving business tasks. The training events included theoretical studies, demonstration lessons, discussion panel and social activities supporting the successful communication and collaboration between colleagues from partner schools.
Session in Valkeakoski (Finland) hosted by Valkeakosken seudun koulutuskuntayhtymä in December 2021 was called “Entrepreneurial Mindset: challenges and a road map” and was focused on teaching product development processes.
Session in Volos (Greece) hosted by 1 EPAL N. IONIAS MAGNISIAS in March 2022 was called “Entrepreneurial Mindset: challenges and approaches” and was aimed to share the best practices of training soft skills for future young entrepreneurs.
The closing training event “Entrepreneurial education at school: creative and effective
Methods” was organized by “Saules skola” in May 2022 in Daugavpils. CREDI project teams had “a lesson learnt” sessions, various master classes focused on creativity in business and design thinking.

Professional Skills: Product Development

Training session in Finland was about hard entrepreneurial skills and product development processes. Developing a product starts from analysing the current market, planning, developing a product up to the final product launch. It is a complete cycle from conceptualization to product deployment. CREDI partnership decided to select the most efficient tasks for their students aimed at bringing together the marketing, design, and manufacturing functions of the enterprise. The main goal of the product development process is to develop products according to customer requirements. The masterclasses were focused on different steps of product development:

- Idea Generation
- Customer Analysis
- Product design
- Packaging design
- Product marketing
- Costs analysis and Pricing

The product idea for each masterclass was the same and this allowed to follow the product through all the steps. While building something fundamentally "new" could be creatively fulfilling, many of the best ideas are the result of iterating upon an existing product. That's why the existing product with added new features was selected for business skills training. It was a bird house made of wood. The story behind the product was inspired by Latvian nature and a little bird- a black flycatcher, a potential inhabitant of the designed bird house. May making and selling wooden bird houses become a successful business idea?

Final presentations: urly.it/3nygk





Aivars Bulis
Head of
Photo Design Program



Vilnis Kauškals
Teacher
of Interior Design



Olga Krumpāne
Deputy Director, Teacher of
Entrepreneurship



Kārlis Ziediņš
Teacher of Technical Graphics

Latvian MS

Customer Profiling and Packaging Design

Professors: Aivars Bulis, Vilnis Kauškals, Olga Krumpāne, Kārlis Ziediņš

Presentation: urly.it/3nygg

Link padlet: urly.it/3nyg5

At the beginning of the masterclass the students were welcomed to examine a ready-made product – a wooden bird house what could be easy assembled or disassembled. The next step was to think about the potential consumers for such a specific product. One of the most important parts of any business is understanding who your customer is. Customer profiles are “customer types,” which are created to represent the typical users of a product or service, and are used to help make customer-focused decisions without confusing the scope of the project with personal opinion. For evaluation of your potential customers the entrepreneurs might apply several approaches: psychographic, customer typology, customer characteristics.



The one we focused on during the masterclass was psychographic approach, what takes a look at customers’ lifestyles: activities, interests, values, and social class. It is essential to understand who you want your customer to be and how that relates to the ways your products and services are developed and packaged.

Although ecommerce is quickly becoming the norm, product packaging and product packaging design still matter. Nowadays the requirements for packaging are very high. Sustainable packaging is becoming a higher priority for both brands and consumers - more now than ever before.
Modern entrepreneurs should care about more responsible approach - the circular economy or closed-cycle economy with its moto: “Reduce. Reuse. Recycle.” Sustainable packaging is aimed to reduce the environmental footprint.

This can happen in a number of ways:
- Ingredients: Using raw 100% recycled or raw materials
- Production process: By minimising the production process, supply chain and carbon footprint
- Reusability: Creating a circular economy around the packaging, extending its life cycle and usability.

A bird house or bird box is a product what needs to be 100% eco-friendly from idea to packaging. The attention of students was driven not only to eco-friendly material of packaging but to opportunity of additional functionality (the second life) the packaging.

At the end of the masterclass the teachers shared some tips for making proper photo of the product for presentations and promotion materials.



Customers (especially online buyers) often make an immediate value judgment based on the look and aesthetic of your product.
During the master class some the teachers presented some tips of making a good product image.









Task

The students had to complete the complex task:
- Define a group of consumers for the bird box, try to profile them applying the psychographic approach (age, occupation, habits, interests, values).
- Propose the design of the packaging for the bird house, considering the values, needs and behaviour of the defined consumers.
- The design of packaging should provide innovative re-use opportunity. Use available web information to demonstrate the sources of inspiration.
- Present your packaging ideas. Make quality photoes of the bird house targeted to attract your defined consumers' attention.

Results

The completion of the task became possible after Italian team in their masterclass specified the market situation and students got a general description of a customer. They had to make a detailed analysis of the customer's needs, interests and values. In the result students developed 4 packaging ideas and presented possible additional functionalities of the packaging.

Tips

1.The task can be performed as a stand-alone training task or can be integrated to others product development related tasks. Students may get assignment to create a sustainable packaging for any of existing products, or to go through the whole product development cycle.

2. Students may be asked not only to design a packaging but also to make a prototype of the designed packaging. This choice depends on availability of time and materials





Students developed unique concepts of reusable packaging what can be recycled and reused multiple times, in a closed-loop system. This greatly contributes to minimising its environmental footprint and reducing packaging waste.



Alessandra Burini
Art Teacher



Diana Conte
Architecture Teacher



Martina Cosa
English Teacher



Alessandro Villa
Photography Teacher

Italian MS

Custom Design Development

Professors: Alessandra Burini, Martina Cosa, Diana Conte, Alessandro Villa

Presentation: urly.it/3nyg6

Link padlet: urly.it/3nyg5

This lesson has the aim of explaining how to customize a product. The main purpose is to tailor a specific product to meet the needs of the potential customers. The process should combine creativity and a thorough analysis of different factors.

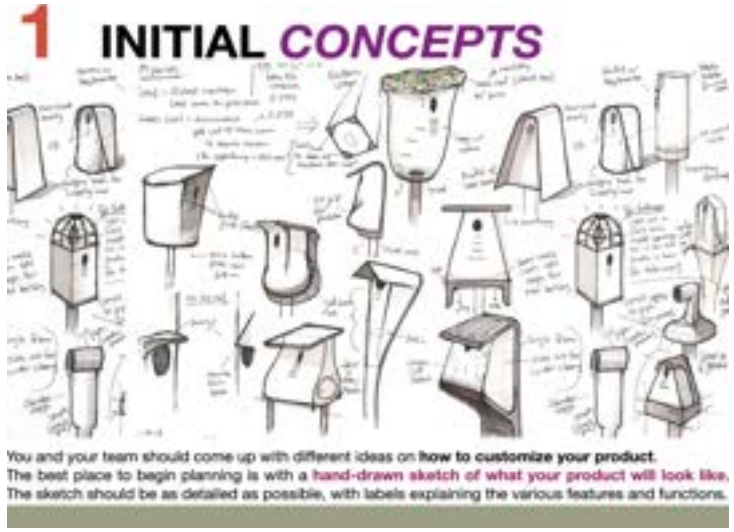
In fact, the lesson should include some activities to enhance and encourage the students' artistry, but before unleashing their imagination, make sure to provide notions on color theory, to highlight the communicative role of colors and on the characteristics of different materials, which should always be in line with the purpose and the functionality of the product.

In order to make this task as close as possible to a real-life work experience feel free to play the role of the client yourself, making specific requests and specifying the purpose of the product. A role-play activity can motivate students in a fun and engaging way.



Task: Customize

The task given to the students was divided into three steps. At first, they were asked to come up with lots of different ideas and concepts on how to customize their product, making some hand-drawn sketches, as detailed as possible, with labels explaining the different features and functions. The second step was to identify the winning idea to be developed, encouraging them to take the decision as a team. In the final stage the students had to create the prototype of their design using the materials provided by the teachers, such as paints, brushes, stencils, fabrics, cork, wood, pebbles, cone pines, wood, etc... Make sure the materials provided suit the purpose of the product they are going to create. Some examples of prototypes made by the teachers might help them understand better the assignment.





Example of a customized birdhouse made by a teacher. Lesson on custom design development in Valkeakoski. Sketches of a birdhouse made by a group of students.



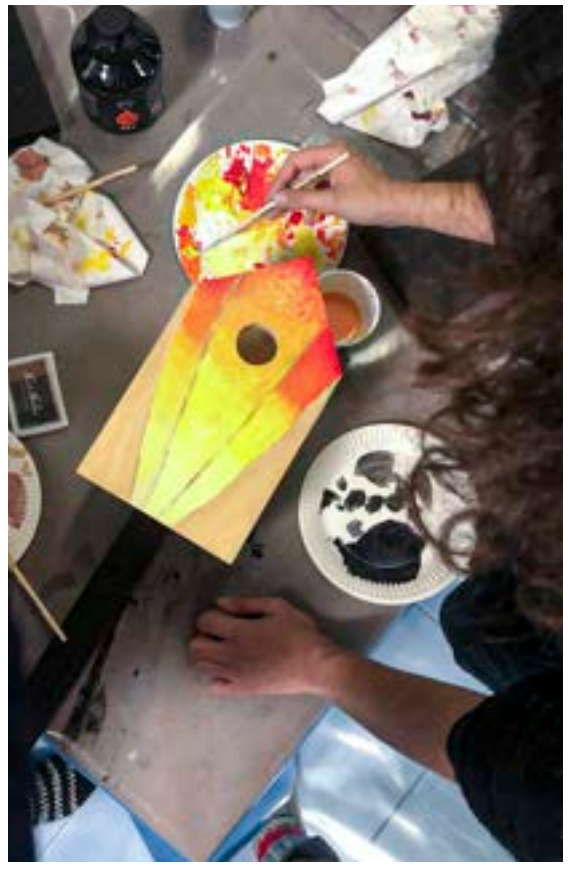










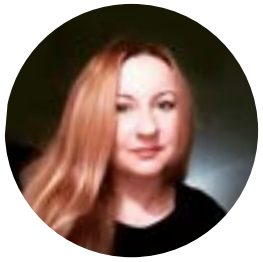


Results

INITIAL CONCEPTS: hand drawn sketches of the ideas.
WINNING CONCEPT: the team identifies which idea to develop, taking into account different variables, such as colors, materials, functionality etc..
PROTOTYPING: the team builds a prototype of the finished product.

Tips/Comments

The most appreciated elements of the presentation were the interactivity and the role-playing.
The format chosen for the activity is difficult to be implemented in every classroom due to the logistics.



Paraskevi Bakogeorgou,
Graphic Arts Teacher



Dimitra Klendrou,
Graphic Arts Teacher



Eleftherios Plavos,
Architecture Teacher

Greek MS

The Promotion of a New Product

Professors: Paraskevi Bakogeorgou, Dimitra Klendrou, Eleftherios Plavos

Presentation: urly.it/3nygg
Link padlet: urly.it/3nyg5

The aim of this master class is to inform students on how they can create their own product corporate identity in order to find customers. First of all, students should become familiar with visual communication. At its most basic level, visual communication design (formerly graphic design) is a creative process that combines words and pictures to communicate ideas to a specific audience.
It begins with a message that should be clearly transformed into a brand, a logo, or in other words, a graphic element with a name. To familiarize your students with logo design, it is recommended to show them how famous symbols and brands have been designed. Shapes, colors, fonts should communicate the feeling the product is projecting to consumers. Fonts should be analyzed as accurately as possible. In fact, letters are the main medium of the message. So, to make it easier, give them a specific task as targeted as possible!



Task

In this master class, the bird house needs an identity. Give to your students an easy to remember name, for example “titi”, and three possible target groups. Let them choose among three groups: children, bird lovers or ecologists as potential customers. After finding their target, ask them to design an easily recognized symbol by their audience and to pick up suitable colors and fonts.

Tips

sometimes, it is really difficult to design an idea in a total white A4 page! Give them preprinted papers with square or round frames. This tip has two purposes. Firstly, they will work in a smaller scale in a limited space and as a consequence faster. Secondly, they can cut out those frames, compare them and choose the most appropriate. Last but not least, put all designed logos on a wall and ask students to express their opinion. Taking feedbacks of an audience into consideration is the key of every successful corporate identity!





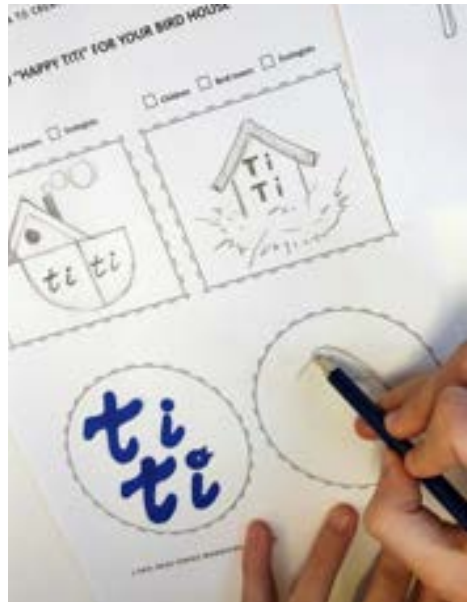
Each product must have its own identity in the market, It’s how your product is recognized and remembered among others.
For creation of a product logo the students focused on the key features of the product and its usefulness for customers.

















Students like professional designers had to incorporate the design elements of colors, shapes,fonts, etc. to convey a message to the customers through the logo.



Jan Nigmann
Teacher, Business and Administration
Valkeakoski Vocational College



Kristina Penttilä
Teacher, Business and Administration
Valkeakoski Vocational College

Finnish MS

Product Pricing and Sales Channels

Professors: Jan Nigmann, Kristina Penttilä
Presentation: urly.it/3nyg
Link padlet: urly.it/3nyg5

This lesson is about product pricing, cost structure and different sales channels. The starting point when planning entrepreneurship is that you need to know from the beginning on, if it´s possible to create a profitable business around the idea. Make sure you highlight the commercial aspect.
Use real-life examples and stories to catch the attention of the students. Invite local business-owners or use known companies as examples. Introduce different sales channels: Direct and indirect channels (customers, retailers, wholesalers and agents/distributors).

Present the versatile aspects of profitability, terms like income, variable costs and fixed costs, as well as the basics of pricing products and issues influencing pricing.



Task: How would the company work?

This task includes six parts. You can divide the tasks into several lessons or use it as one exercise.

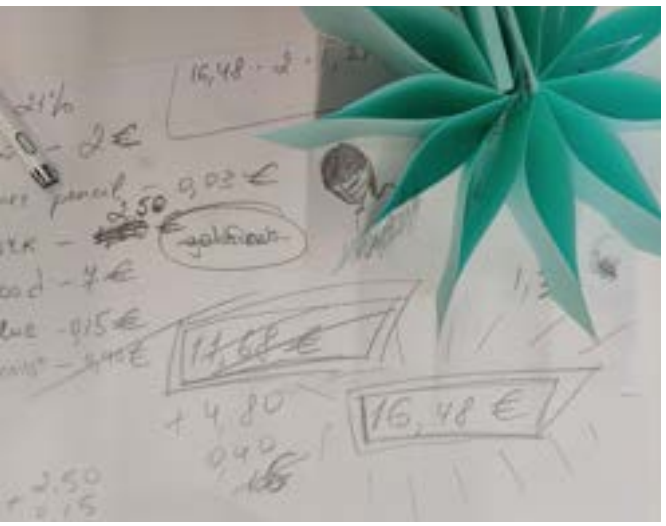
Part 1: Evaluate your customers and your productThe students were asked to choose the right sales channels for their product and justify why they chose this or these sales channels and explain the costs of these sales channels.
Part 2: How the company works?
The students were asked to think about how the production would be organized, what kind of equipment would they need, what kind of insurances should the company have and how would it be funded in the beginning.
Part 3: What kind of costs would the company have?The students had to figure if the costs given are fixed or variable. They were challenged to come up with more possible costs.
Part 4: Competitor analysis The groups were told to find at least four companies that sell similar products. They were asked to make marks about the differences between these companies, sales channels used, image and pricing.
Part 5: PricingEvery group had a different country they would be selling their product. They were asked to estimate the variable costs of one product in the given country, and to find out the VAT-rates. Then a sales margin was added, and they finally had a sales price for their product
Part 6: Sales pitch The target was to create a sales pitch and a presentation for the Shark Tank-judges. The groups planned and prepared a 10-minute presentation of their product and company, covering the work done in all of the previous workshops.



Product pricing and sales channels: calculating the sales price for the bird house and introducing different sales channels. The jury of the Shark Tank.









Task: Shark Tank/Gamification

Students were asked to present their business ideas (sales pitching) to the jury. The jury included successful and competent entrepreneurs which made the situation more real. Their encouraging and constructive feedback gave the teams added value. Gamification is a way to motivate - it´s possible to learn how to prepare for real-life situations through games and play. As an entrepreneur, you need to be impressive and believe in your own idea. Competition is real, and you are almost never without competitors. You need to be aware of the surrounding competitors and stand out.

Results

Even though the theme of the masterclass was new for most of the students, they succeeded very well. They created a story around their concept and used the materials made during the various workshops. They came up with different sales channels and calculations for their products, depending on their target group and market position.

Tips/Comments

You can give students tips or ready lists concerning costs, materials, tasks and processes. Some of the students found the pitching a little uncomfortable, but most of them understood that presenting your idea convincingly is essential for entrepreneurs. As a learning process, the Shark Tank was a whole new experience. The members of the jury should be reminded beforehand that the tone of feedback is encouraging and supportive.





Product pricing and sales channels second page: Students were asked to think of different costs the company would have, and how much would it cost to produce the product.

Soft Skills

The training session in Greece was focused on soft skills.When you intend to start a business, both hard and soft skills are equally important. Every entrepreneur should have soft skills, which are intangible and non-technical capabilities. These abilities are primarily concerned with your intuition, attitude, and capacity to inspire or communicate with others. Soft skills are important because they allow you generally move forward. CREDI team identified the most critical soft skills any young entrepreneur should develop to become successful:

Communication With the right level of communication, you can easily communicate the content of a product or a concept to employees, consumers, other businesses, or partners.

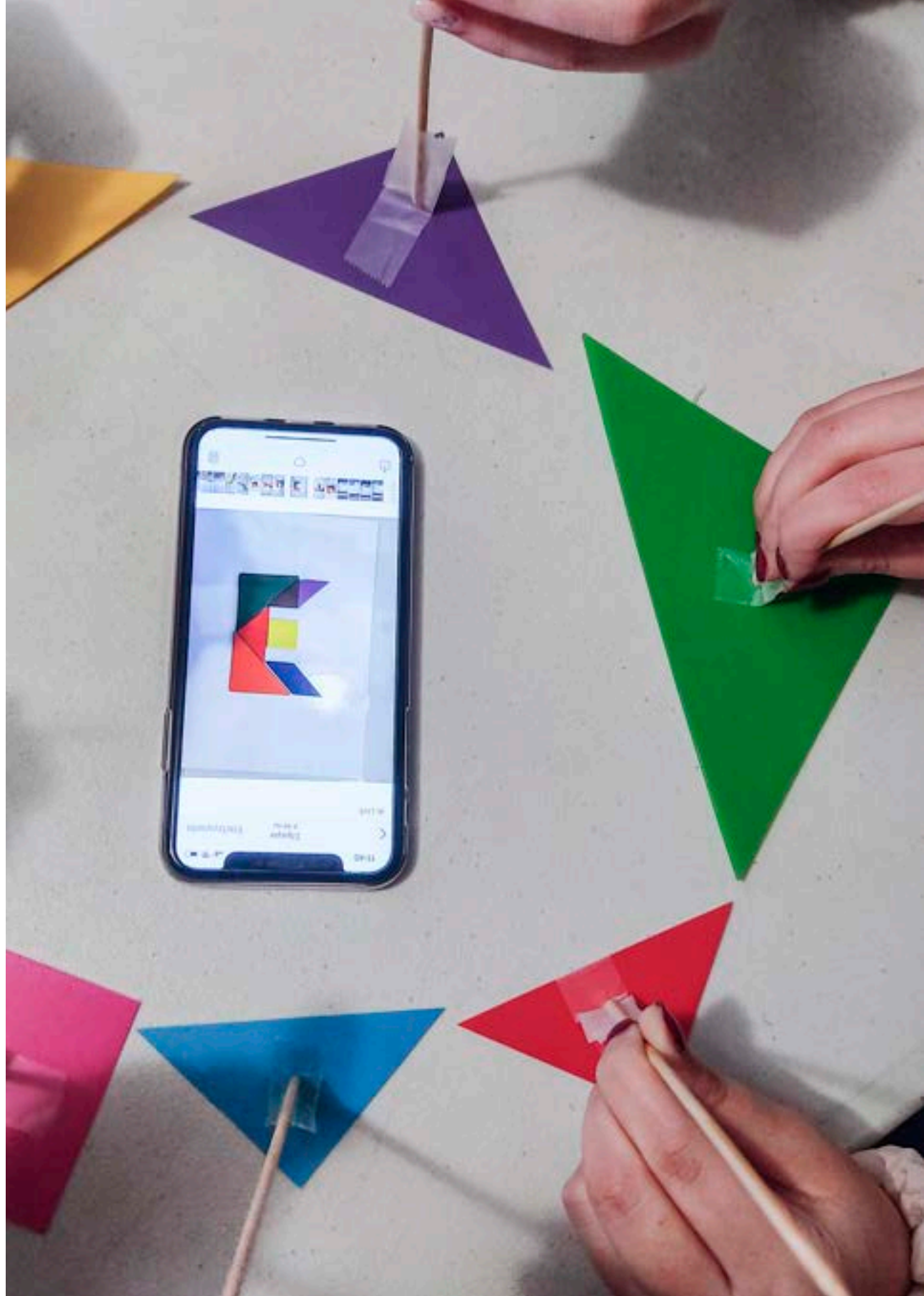
Teamwork If you want to be a successful entrepreneur, you have to know how to work well with others. It's important to listen to others, know how to utilize your company's human capital, and inspire people to work together for best results.

Problem Solving With this soft skill, you should be able to analyse the situation and look at it from different angles. This requires creativity, but you also need to have good analytical skills.

Time management It is one of the most crucial soft skills. If you want to be successful, you must manage your time well.

There are new technological and social trends impacting the environment and the way we work. This creates new challenges for entrepreneurship. CREDI team is aware that to be successful now and in the future, young entrepreneurs will need not just to strengthen their existing soft skills but to develop new ones.

Final feelings presentations: urly.it/3nygv





Aivars Bulis
Head of Photo Design Program



Vilnis Kauškals
Teacher
of Interior Design



Olga Krumpāne
Deputy Director, Teacher of
Entepreneuship



Kārlis Ziediņš
Teacher of Technical Graphics

Latvian MS

Communication

Professors: Aivars Bulis, Vilnis Kauškals, Olga Krumpāne,Kārlis Ziediņš
Presentation: urly.it/3nygj
Link padlet: urly.it/3nyg5

The masterclass on communication opened a soft skills training session in Greece. The ability to communicate effectively with partners, colleagues, and staff is essential, no matter what industry you work. Entrepreneurs in the digital age must know how to effectively convey and receive messages in person as well as via phone, email, and social media.

At the beginning of the masterclass the teachers involved the students into discussion about communication channels, communication tools, the value of good communication in business and techniques of efficient communication in groups
Special attention was paid to visual communication or transmission of information and ideas using symbols and imagery. Visual communication is believed to be the type that people rely on most, and it includes signs, graphic designs, films, typography, and countless other examples.



The importance of communication skills for entrepreneurs is obvious and teachers shared some examples of unsuccessful communication and the value of good communication and costs of poor communication in business.

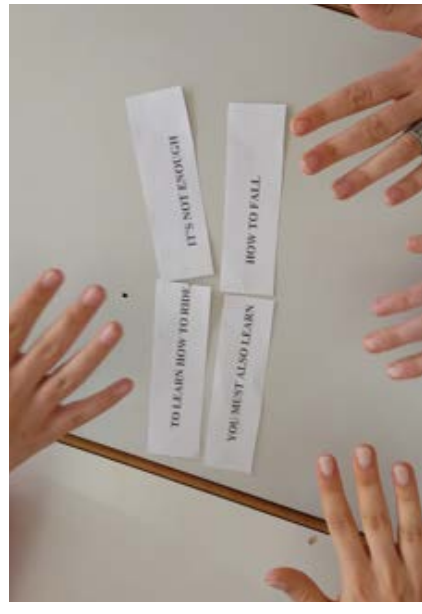
It is essential to know and apply the techniques of efficient communication in groups. This aspect of the business communication skills requires active listening and asking questions during team meetings, considering others' ideas and perspectives and encouraging your team's contributions. Friendliness, confidence, clarity and concision, open-mindedness, respect, proper body-language – all these elements of successful group communication lead to achievement of common business targets.

For evaluation of group communication effectiveness, the teacher decided to use the task that had an "unexpected turn" and put more emphasis on reflection part
Before presenting a communication task the teachers introduced the overview of comics, the history of comics, types of comics and idea of four frames or a quad comic.





The human eye processes visual messages much faster than processes texts.
The teachers shared the importance of visual semiotics for successful communication with customers and co-workers.







Task

Students were proposed to watch YouTube video “Twins talk” (https://www.youtube.com/watch?v=_JmA2ClUvUY). After the watching the students had to divide into groups of 4 persons and create a story TWINS might be SHARING (jokes, adventures, love story, reflections) Upon creating the story the students had to shape the story in A QUAD COMIC (4 FRAMES COMIC). After 15 min of discussion in groups the students were isolated from the other members of the group and each of them had to draw one frame out of four (the number was appointed after the group is separated.

In 15-30 minutes the group had to reunion and arrange their frames into a comics. Each team had to exhibit their comic and present to the public.

The evaluation panel made of teachers had to assess the effectiveness of group communication- if all frames are produced in the agreed style, with the same characters and the story makes sense.

Results

During the masterclass the students created 4 quad comics. The comics graphic was of different level because not all students had drawing background. All 4 storylines presented twins as main characters and this happened due to possible misunderstanding of requirements (story twins might share not a story about twins). The overall quality of task completion was high, students enjoyed the creative process very much.

Tips

1.The teacher may choose any topic for comics or let groups to choose the topic they like

2.The time for completion of each part of the task should be adjusted to group. If the group consists of strangers the more time is required of groupmates know each other the task completion time should be minimal.

3.After presentation of comics the teacher should initiate the reflection and encourage the students to evaluate the behaviour of the group, the communication tips used, the role of moderator etc.







Being entertaining and having the multimodal potential creating comic strips highly motivates students to integrate and cooperate and make learning fun for teachers and students.



Angeliki Kampouri,
Graphic Arts Teacher



Dimitra Klendrou,
Graphic Arts Teacher



Eleftherios Plavos,
Architecture Teacher

Greek MS

Team Working

Professors: Angeliki Kampouri, Dimitra Klendrou, **Eleftherios Plavos**

Presentation: urly.it/3nygj

Link padlet: urly.it/3nyg5

This lesson has the aim of explaining how to work as a team. It is important for students to understand that teamwork is a crucial part of every business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. In fact, the letters of the word TEAM are the initials for the slogan "Together Everyone Achieves More" which describes the whole meaning of this entrepreneurial skill. Showing to your students different examples of team working, such as football teams, dancers, volunteers or business meetings is a good way to start your seminar. Secondly, describe the process of team working and give them a task to accomplish. In fact, having the experience of collaboration for a goal is the message of this master class. At the end they will realize that teamwork demands defining roles, having a common goal, sharing ideas, being responsible and trusting others.



Task: Tangram Shadows

Among other creative ideas, you can use tangram forms as puppets and a shadow theater screen. The goal of tangram game is to combine seven forms each time to create a figure. If you have groups of four students, they will use seven hands to move seven pieces together. The eighth hand could play some music using a mobile. So, firstly let them find a combination of shapes to create a figure (for example the figure of a horse, a bird, a man walking etc), then ask them to create a simple story in order to move this figure behind the scene all together. As a matter of fact, the whole meaning of this task is to work as a team, to cooperate and to be creative, as well. Adding sounds or music songs will help them have a rhythm to their movement.
Tips: Tangram game is fun, creative but it could be very complicated. So, it is a good idea to give the students the right combination for each figure. The main goal is to work cooperatively and secondly solve a problem. In other words, having the answers will gain them some time to write an interesting story and practice as a team behind the screen!

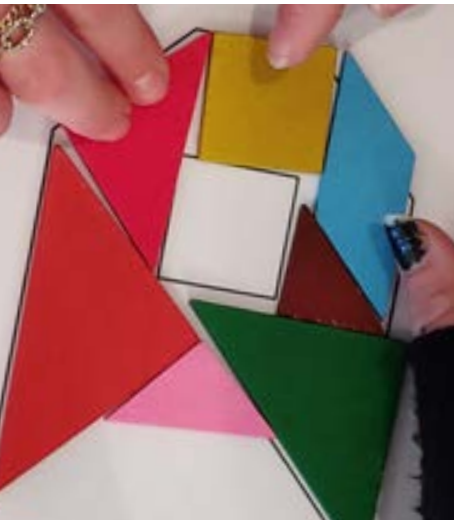


The better you work with others, the more successful your team will be in achieving their goals.
A successful team is one where everyone's unique skills and strengths help the team achieve a shared goal in the most effective way.



















A great way to train the te-amwork skills is to involve the students in a creative performance project where each student could come to solution that “we can do this only together.”



Mario Bossi
Director VET School



Diana Conte
Architecture Teacher



Roberto Gavazzi
AdmInistration



Agnese Tartari
Didactic Coordinator

Italian MS

Problem Solving

Professors: Mario Bossi, Diana Conte, Roberto Gavazzi, Agnese Tartari
Presentation: urly.it/3nygj
Link padlet: urly.it/3nyg5

Among soft skills, problem solving is fundamental to develop a successful enterprise.

A short introduction was held to define any problem solving process in its basic elements e.g.: definition and analysis of the problem, understanding of the origin of the problem, search for possible solutions, selection and implementation of the best strategy.

However, since each problem presents peculiarities, personal experience makes a difference.
Each single lesson was therefore divided into tasks to focus on specific basic skills useful to solve any problem depending on the results to be achieved: lateral thinking, imagination, division of tasks among each member of the group, optimization of time, evaluation of prior experience, ability to manage unexpected changes, creativity.



Task

Each group had to achieve four different (and funny!) tasks:

Task 1 – Make it fly
Build a paper airplane flying as far as possible. Not only the achievement was important, but above all the process to it, including branding, colour and project of the flying company.

Task 2 – The marshmallow & spaghetti challenge
Each group was given the same equipment to erect the tallest tower. An unexpected event had to be faced halfway since some facility material was stolen! The current strategy had therefore to be changed.

Task 3 – The flowchart
To solve a tricky problem, it's essential to stay calm and consider all variables. The problem was: "The motorboat we are traveling on breaks 5 miles away from the coast. It's 5 PM and there are no boats on the horizon. What should we do?". Each group had to create a flowchart by considering the pros and cons of each choice taken.

Task 4 – Travel planning
Each team had to calculate the logistics from Place A to Place B through electronic devices. An actually doable schedule was to be set by cross-checking different means of transportation. Higher speed and economy were rewarded.



Different, apparently weird tasks were to be achieved in order to show a flexible problem solving capacity. All students were involved, all ideas were good - the final aim was to demonstrate a strong will to go beyond one's own mental boundaries.









Results

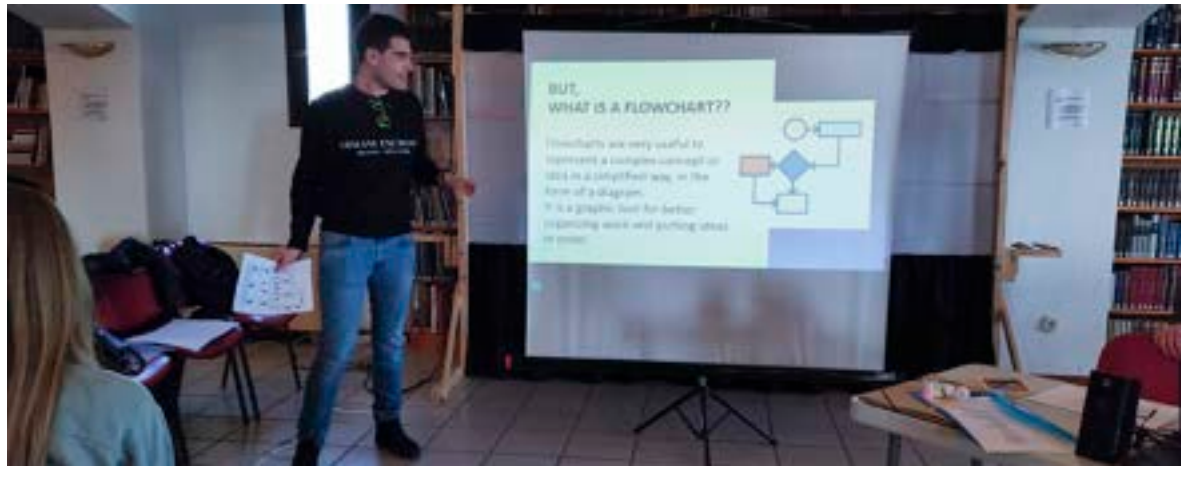
Each group was given a chart reporting the different skills per practise, useful to self-assessment. Practises concluded, each group had to comment their work in public, by explaining the strategies they adopted and the difficulties they encountered.
Each practise has been an opportunity for students to learn different strategies and approaches and face real problems in the best way possible.

Tips/Comments

Strategy of differentiated tasks found out to be winning to understand how problem solving works; it would be furthermore convenient to assign more time to highlighting and structuring the events and developments implemented during the group project.



The interrogative looks of the students adequately explain how demanding the marshmallow and spaghetti challenge was! That means - no question is a silly question, just be brave and leave the comfort zone.





Jan Nigmann
Teacher, Business and Administration



Kristina Penttilä
Teacher, Business and Administration



Sanna Toijala
Teacher, Business and Administration

Finnish MS

Time Management

Professors: Jan Nigmann, Kristina Penttilä, Sanna Toijala

Presentation: urly.it/3nygj
Link padlet: urly.it/3nyg5

This class is about teaching time management skills which are vital for entrepreneurs to succeed. A short theory part of time management including themes like prioritizing, multitasking, delegating and planning should be introduced. Share best practices of time management.

Explain the basics of event planning, including strategy-, operation- and process level.

Concentrating on positive thinking and understanding your own personal strengths is a part of the lesson.

A good self-esteem and self-knowledge are important for students who are trying to find their way in this world, and maybe becoming entrepreneurs one day.



Task: Eisenhower Matrix

A list of entrepreneur´s tasks was provided and students were asked to match the tasks with different sectors of the Eisenhower matrix (e.g. pay invoices, marketing actions, plan an event, reply to direct sales e-mails).

Task: Mindmap

The students had to think of different tasks that are needed to be done, when planning an event. At first, they made a mind-map.

After that, they were told to think of different roles of people participating in creating an event.

Then every student had to think of tasks and responsibilities their own role would have.

The tasks were written on different colored post-it notes. Finally, they were told to create a timeline of one month and place the post-it notes on the timeline.

Each group presented their plan. Feedback and discussions followed.

Results: Each student group created heterogeneous timelines both visually and content-wise.
Tips/comments: Reserve enough time for the tasks. If time is limited, make sure half-made materials are available. It is recommended to use digital tools whenever possible, e.g. digital calendar and Planner.

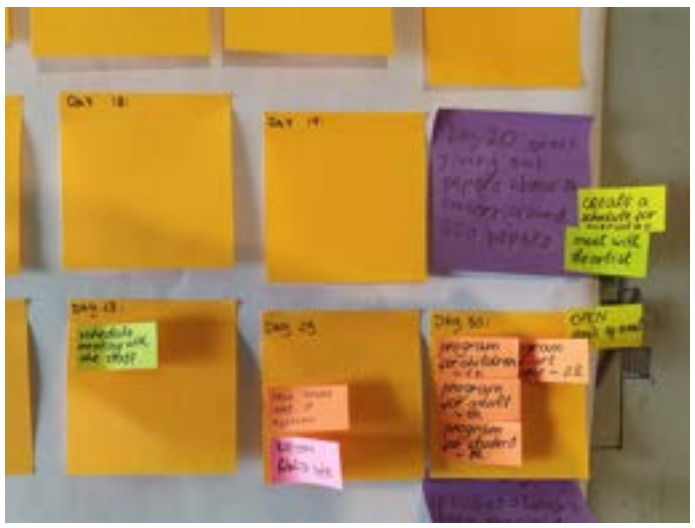


Time management: Examples of students work, concerning time management and planning an event.













Bonus Task

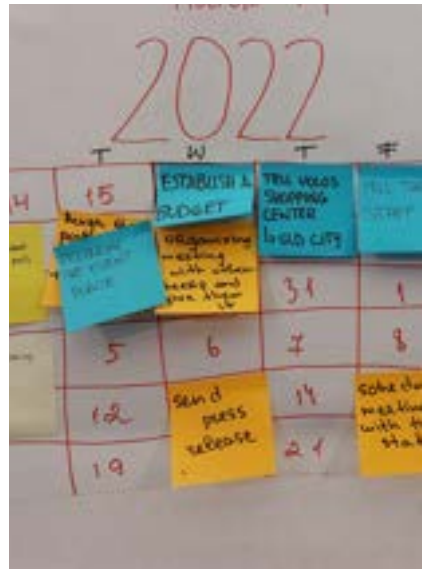
That can be used during any lesson:

Tell the students to think of something that is holding them back today, write it on paper, then crinkle it and throw it away.

Ask students to let go of the negative issues. After that, ask them to think of their own personal strengths and write the most powerful strength on paper.

That is their superpower.
Ask students to keep that paper. In the end of the lesson, ask every student to tell to other team members what their own superpower is.

Rest of the team members can write other supportive words on each other's papers. After the exercise everyone has a reminder of their strengths.



Time management second page: Students scheduling tasks and making a timeline for the event.

Success Stories



Starting From Zero is Possible

One of the objectives of CREDI project was to identify the successful creative businesses in close neighbourhood and to encourage the communication between learners and creative entrepreneurs. Success stories of the entrepreners we met during the project proved the idea that a hobby may be turned to a business. Entering the market and maintaining the position wasn't easy for any of them. They had to answer various questions and to face various risks. All of them had to cope with financial management issues, legal constraints, marketing challenges etc.

You're ready for a change and dream to start your own business. You want to be in charge of your own future. You want to become your own boss. But how do you make this dream true?Your hobby may be close to your heart, but are there others who share your love of this craft? If your hobby is sustainable as a business—is it something you can scale? Starting a business is not easy.

But that doesn't mean you should give up. There will be lots of things you'll need to learn and create as you are launching your creative business, but there is one essential thing to highlight- you need to be passionate about the business you are doing.



Filippo Fadini
Visual Artist

Metaphysical Portals: Towards a “New World”

The success story of Filippo Fadini

Scuola d’Arte Applicata A. Fantoni (Italy)

https://www.metha-2022.com/

Filippo Fadini is an Italian artist consecrated to drawing and painting.
An art lover since childhood, he has always been chasing after “other world” creatures.
His forward-looking family allowed him to pursue his passion and attend arts high schools Andrea Fantoni and Giacomo e Pio Manzù, Accademia Giacomo Carrara and finally Accademia di Brera in Milan, where he moved from home town Bergamo and got his degree in Visual Arts.
His artistic epiphany originated from his muse and girlfriend Elena M., who represents a spiritual gate for his creativity embodying universal values such as “Love”, “Cure”, “Sacrifice”, “Beauty”.

If Woman is both an angel and a devil to Fadini, his works are like sons to be loved, nurtured and finally passed down through history - INFINITY PROJECT (IP) is his personal way to make this conception possible.

In collaboration with his colleague and friend Bozhang Zhu and GRAAD Ltd., Fadini creates miniaturised collectibles of “Pocket- Art”- by holding them, you grip Infinity both literally and poetically.
Fadini’s visionary world celebrates a marriage between Man and Beauty.

…And they both lived happily ever after!











Lianne Schreuder
Art Therapist

Connecting Minds

The success story of Lianne Schreuder

Scuola d'arte applicata A. Fantoni (Italy)
www.collegamenti.eu

Art studio "CollegaMenti" by 60-year-old Dutch artist Lianne Schreuder is a safe haven where people with disabilities can grow up and improve through Art. Lianne has been working for years with people affected by autism and various degrees of mental and/or physical disabilities.
"Art helps people going beyond their limits. Painting activates communication and expression. Our atelier gives space to passions and relationships so to build a collective experience that encourages autonomy and social legitimacy".
"An Art piece is something sparkling, moving and sometimes unsettling. Art gives a voice to emotions words cannot easily explain. Through a work of art people express their diversity, evoke and transmit



emotions, thus enriching themselves and others. Art invites in and opens up for participation and inclusion. Art is a promise of better life and happiness".

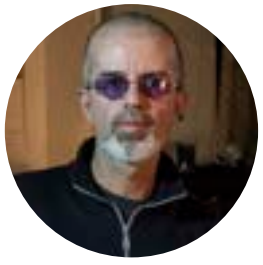
"Since 2021 CollegaMenti has been hosted by Liceo Artistico Andrea Fantoni in Bergamo to support art talents in their uniqueness, stressing their best qualities rather than their difficulties".
"We aim at providing international visibility to our artists through exhibitions reaching a broad audience and creating connections.

"ROAMING GALLERY"
"CollegaMenti" puts its paintings at disposal for offices, companies, hotels, restaurants or private homes. This cooperation allows both self-financing and a constant opening to new initiatives with artists in need for sustain.

"CollegaMenti" offers workshops, courses, seminars and convivial art experiences with disabled artists. CollegaMenti is where Art is true Art, uninhibited.







Stefano Villa
Glass Blower

Soffieria Villa

The success story of Stefano Villa

Scuola d'Arte Applicata A. Fantoni (Italy)

www.soffieriavilla.it

Soffieria Villa is a small glassmaker's workshop in the historic centre of Trezzo sull'Adda.

Stefano has been working there for almost half a century.
"I started when I was 15 – I loved watching my father Rinaldo at work. He opened the workshop in 1978 after being an employer in chemical industry. I inherited his passion forsuch a demanding yet wonderful work. Objects transform and shape through my handsand that's amazing".
It all starts from borosilicate glassware, commonly known as pyrex; raw material shapes into 1,5 mt.



pipes or else small full-glass sticks.

Objects mould in a few seconds thanks to heat reaching 1500° C.

We work especially with young designers but our workshop is visited either by privates and schools.

We produce about 10,000 pieces a year – totally handmade, therefore we can affirm each of them is one of a kind.

"Some call me an artist, but I'm rather an artisan; both definitions are appropriate but at the same time insufficient to define my work".







Kristian Dodaj
Graphic Designer

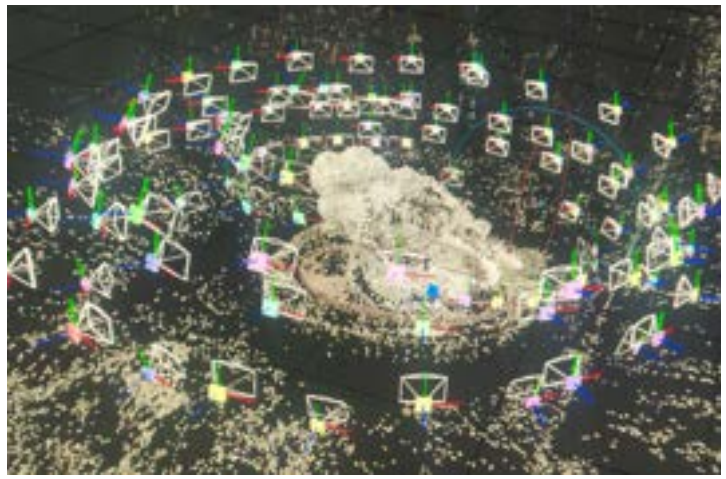
Tri Design

The success story of Kristian Dodaj

Scuola d'Arte Applicata A. Fantoni (Italy)

Founded in Bergamo in 2021, start- up company Tri Design offers AR and VR interactive experiences originating from photogrammetry and 3D design.
Available on most popular devices such as smartphones, PCs, 3D viewers, LED advertising displays, Tri Design technology integrates with most popular browsers - no specific App required.
Various areas of interest are applicable, from advertising and culture, sports and physical therapy, art and entertainment.
Augmented reality and virtual reality are both immersive and emotional experiences causing sometimes permanent intimate changes in people who go through them. AR has been having a huge impact on learning, medical field, marketing, entertainment and gaming. As a result, consumer and brand achieve a deeper connection.
IKEA, Apple and Nike are already using AR and VR technology to give their clients strongly focused and customized experiences. Brand awareness is thus highly enhanced and consumer preferences are collected in real time.
According to Greenlight VR, a leading company in marketing intelligence of VR economy, 53% of interviewees would probably buy and 62% would feel more engaged when a brand sponsors a VR experience.

Tri Design aims at make VR technology disposable also to small and medium-sized enterprises.









Stavroula Mastrogianni
Puppetry teacher,
Founder of "Kouklopedio"/ puppet making workshops
Porfyrogeneio Foundation of Agria, Volos, Greece

"Kouklopedio" Puppet Making Workshops

The success story of Stavroula Mastrogianni

1 EPAL N. Ionias Magnisias (Greece)

Stavroula Mastrogianni was born and lives in Pelion. She graduated as an Art Historian from the Faculty of Philosophy of the University of Athens. She has attended seminars on theatrical and music-kinetic education, visual arts, storytelling and fiction. She teaches puppetry, shadow theater and puppet making to children and adolescents at the Porfyrogeneio Foundation of Agria. There she has successfully created the puppet theater group "Kouklopedio" for the last eleven years. Every year she organizes many exhibitions and puppets festivals with her students.
In fact, shadow puppetry is an ancient form of storytelling and entertainment with the use of flat articulated cut-out figures (shadow puppets) which



are held between a source of light and a translucent screen or scrim. The cut-out shapes of the puppets sometimes include translucent color or other types of detailing. Various effects can be achieved by moving both the puppets and the light source. So, a puppeteer can make the figures appear to walk, dance, fight, nod and laugh.

According to Mrs Mastrogianni, making puppets with students is a marvelous medium for combining several skills together, such as imagination, communication and coordination. Moreover, puppetry is an art form that encompasses all other art forms and can help students develop their creativity, dexterity, literacy and decision making abilities. As a matter of fact, shadow puppet making is a fun and enriching experience!







Peik Erhola
Valkeakoski Vocational College

Producer at Pirkanmaan Kaarikoirat

The success story of Peik Erhola

Valkeakosken seudun koulutuskuntayhtymä
instagram.com/kaarikoira
instagram.com/swaegstrategic
instagram.com/misterfinland

First and foremost Peik is a musician and a skateboarder. The bulk of his education and later endeavours are built around these two passions of his. Peik got into music and skateboarding at the start of the millenium and never gave up on either.

Piano lessons eventually became guitar lessons and heavy metal eventually became electronic music, in which he is still heavily involved. Having been in the scene for over ten years, he's been running the

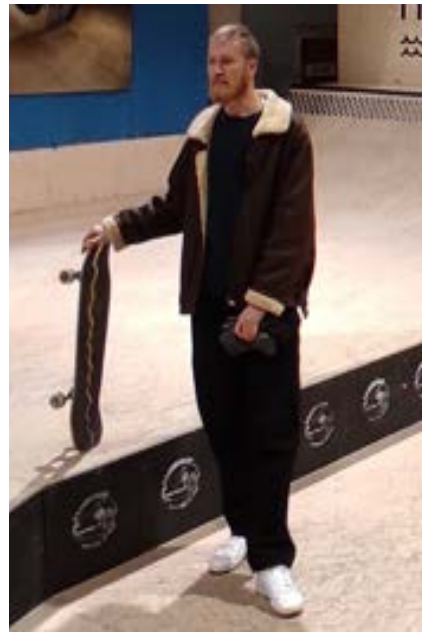


massive Kuivaamo venue in Tampere and producing various electronic styles as well as mixing and mastering music for others.

Music production studies at Tampere University brought him back to his old hometown where he inevitably met Kaarikoirat, a local skateboarding NGO responsible for several public skateparks, urban development and a unique skateboarding curriculum at a local high school.

Music and skateboarding connected in the development of the Hiedanranta district of Tampere (2015-present), built around an old pulp factory where both Kaarikoirat and the Kuivaamo venue were located.

Peik found his place among creative, passionate individuals not afraid to get their hands dirty. He is currently occupied in several projects involving music, skateboarding, events and social work.









Tomi Kuparinen
Valkeakoski Vocational College

Photo by Valkeakosken Sanomat

Manager at Hotel Waltikka

The success story of Tomi Kuparinen

Valkeakosken Seudun Koulutuskuntayhtymä
https://www.waltikka.fi/
https://www.waltikka.fi/in-english/
https://fi-fi.facebook.com/HotelWaltikka/
https://www.instagram.com/hotelwaltikka/

Tomi Kuparinen is an entrepreneur, a sportsman and a music lover with all his heart.

With this combination he is determined to update Waltikka, a traditional mid-size Finnish hotel by the lake close to Valkeakoski centre, to meet the expectations of the 21st century.

Kuparinen has started the project with great passion and energy. Since taking the charge of the hotel in 2019 he has, together with his wife, begun renovating the hotel.
He has also integrated a hair wellness spa and a massage as part of the hotel services, added padel courts, water-scooters, minigolf, and stand-up paddling to the hotel's activities. In addition, he has organized a number of concerts and gigs covering national top-artists and other special events vitalizing the life in town.

Drawing from the years spent abroad, Tomi Kuparinen has wide international networks, which he intends to utilise for the benefit of the hotel, e.g. by arranging different kinds of sports camps for international teams.

Other interesting plans are also on the way together with local entrepreneurs. In the future Waltikka will continue to serve as a hotel, a restaurant, a meeting place, and a wellness and event venue – a lively heart of Valkeakoski. In the very core of the activities, Kuparinen emphasizes, is always the customer and his/her experience of the service.











Anne Moore
Designer
Picture of Anne Moore, crop from the page: Wagtail Design (Foto: Tiia Ennala)

Wagtail Design

The success story of Anne Moore

Valkeakosken Seudun Koulutuskuntayhtymä

https://shop.wagtaildesign.com
https://www.facebook.com/Wagtaildesign
https://www.instagram.com/wagtaildesign

I run a brand, together with my husband Gary, that creates vegan everyday products made of cork.

Our products are for everyday people who care about cultural, ecological, ethical and economic sustainability, making products that will last a lifetime.

Each and every product is made completely by hand, by Gary in our workshop in Kangasala, Finland, with basic hand tools.
All stitching is traditional hand saddle stitching, with two needle's and a thread, no machines are used.



We are really still at the beginning of our journey, so building our well educated and knowledgeable customer base is of course key, but our hope would be to have the time to help and educate other small dedicated makers around the world of the possibilities of using the traditional hand crafting skills to produce more sustainable material options for their products and help spread the knowledge.

We are in the process of introducing a series of 'design it yourself' products too, this is the great benefit of a smaller, hand making business, the customer can choose any colour or pattern to the outside and the lining of their item, or the two side to their earrings, and we will make exactly what they want.







Dr. Yeoryios Stamboulis
Assistant Professor in «Innovation Management and Entrepreneurship» Department of Economics, University of Thessaly, Volos, Greece

Introduction to Entrepreneurship

The success story of Dr. Yeoryios Stamboulis

1 EPAL N. Ionias Magnisias (Greece)

Dr. Yeoryios Stamboulis was born in Athens, Greece. He received his B.Eng. degree in Production and Management Engineering from the Technical University of Crete, Hania. He went on to receive his MSc in Management of Technology and his D. Phil in Science and Technology from the University of Sussex, Brighton, UK, Policy. Since October 1998 he has been with the University of Thessaly, Volos, Greece teaching at the Department of Economics.
The objective of his course named Introduction to Entrepreneurship is to familiarize students with basic entrepreneurial knowledge and culture. The course focuses on strategic entrepreneurship rather than operational or financial aspects, giving emphasis



on the resource-based view perspective. Emphasis is given to market positioning the establishment of competitive rather than comparative advantage and competitive analysis. The aim of the course is for students to develop and present an entrepreneurial idea from conception to business model. In order to do that, they must comprehend social needs and dynamics and explore user needs, as well as technological trends. Then they must come up with an entry strategy and explore a viable business model.
The course is the first part of the Innovation and Entrepreneurship Program of the University of Thessaly. The objective of the program is to develop the entrepreneurial and innovation skills of the students and to encourage them to view the creation of businesses as a livelihood option, while developing their perception of the various obstacles. A mixture of different educational tools is used: team working, speeches by invited - mainly young - entrepreneurs and work with experienced mentors, site visits to innovative businesses, support of student teams through specialized guides and tools and team coaching and hosting of events and competitions. During the program students are expected to organize themselves in teams (simulating a real start-up endeavor) and present their ideas and plans in writing as well as to defend them orally.







Wagtail Design
Co-founder of
Myrro Herbs Shop

Myrro - Natural Product

The success story of Alkystis Deligianni

1 EPAL N. Ionias Magnisias (Greece)

Three young people, A. Deligianni, V. Kapanidis and P. Psifos, opened their first retail store in 2011 in Portaria village on mountain Pelion. They have a certified laboratory in Archanes village in Crete, where anyone can find herbal dispensary and their natural skincare laboratory. At Myrro they believe that tuning in to nature and its therapeutic potential supports both physical and mental health.
Their business is focused on the collection, disposal and processing of herbs for manufacturing cosmetic and therapeutic products. They are engaged in a continuous process of development.
Their aim is to create high quality products at a reasonable price that meet modern human needs. Myrro products are for people who want to know exactly what's in the products they are using, where the ingredients are from and how the products were made. They offer natural skincare products: Face care, Body care, Hair care, Baby care, Sun care products as well as products based on herbal therapy. All of Myrro products are produced according to European laws and are licensed by the Greek FDA (EOF). All of their facilities conform to the Good Manufacturing Practices (GMP) guidelines. In Myrro products they choose to use:
- Raw materials of plant origin, mainly organic
- Pure essential oils & cold pressed base oils
- Bee products from our own bee hives (propolis, wax, honey)
- Antioxidant herbal extracts instead of water
- Environmentally friendly packaging from recyclable or biodegradable materials (glass, aluminium, sugarcane with the aim to eliminate the use of plastic)
- To produce in small batches so every product arrives fresh
- All production & standardization processes are completed by hand in order to keep every product unique and provide attention to detail.



Moreover, they offer herbs and medicinal plants. Herbal blends based on traditional herbal medicine recipes, focused on promoting health on a physical level, always in combination with a proper diet, way of living and thinking. They can be used either as the main means of therapy or complementing other therapeutic methods.







Aleksander Nesterjuk and Alina Nesterjuk
Creators and owners of Moto&Metal art gallery "NESTER CUSTOM"

NESTER CUSTOM Moto & Metal Art Gallery

The success story of Aleksander Nesterjuk and Alina Nesterjuk

Vocational Education Competence Centre "Daugavpils Secondary School of Design and Art "Saules Skola" (Latvia)

www.nester-custom.com
Facebook: Nester Custom Design art gallery
Instagram: nester_custom

Aleksander Nesterjuk and his spouse Alina Nesterjuk are the creators and owners of Moto&metal art gallery "NESTER CUSTOM" located in a small city of Latvia called Preili.
Their art is inspired by their own life experience and adventures, by motor vehicles and simply their own emotions. The business began with motorcycles restoration.
While working in car garage they started to create CUSTOM motorbikes and metal art sculptures. Modified and modernised motorbikes are unique with their own characters and design.
The motorbikes collection surprise everyone. Motorbikes are available for rental, for video and photo shoots, for weddings and event presentations .
Aleksander has no education in arts field and knowledge about visual art basics, but thanks to hard work, creativity, sense of style and beauty he found his own way of self-expression. As an artist he creates metal sculptures as well as unique design furniture in his own style using different metal parts left after repair works.
Alina takes a role of a manager of the gallery and a graphic designer, developing their homepage, catalogue, brand of clothes and accessories.
Later they started to attend exhibitions and got inspired also from what other people do. Nowadays their art gallery is also a well-known tourist destination. The gallery consists of the skilfully created exhibition halls with custom bikes and sculptures from metal. Gallery is constantly evolving with new art projects. The artists produce individual and unique things to order.They have opened a cafe where people can watch videos about the sculpture making process while enjoying their drinks. The gallery provides masterclasses for children and adults.
Alina and Aleksander say that now their mission is "to create views, emotions, and thoughts", to demonstrate that what they do can be called ART, and that their place is no longer an ordinary garage"









Jeļena Mihailova
Designer

Doll Kingdom in Preili

The success story of Jeļena Mihailova

Vocational Education Competence Centre “Daugavpils Secondary School of Design and Art “Saules Skola” (Latvia)

http://lellukaralvalsts.lv/
https://www.facebook.com/vladlenadoll/

In search of a miracle, we offer to go to a small town Preiļi, where between the Daugavpils street and Rainis Boulevard you find yourself in a fairy-tale kingdom. The Museum of Dolls was founded by an artist Jeļena Mihailova (Vladlena). Vladlena is a Member of the Art dolls section of the Creative Union of Russian Artists Professional Doll Makers Art Guild, a member of the International Author Doll Association (IADA) and a member of the Baltic Guild of Doll and Toy Artists. The creative business idea began when 20 years ago Jelena being a very creative person with proper art education decided to built a “castle” instead of planting trees and flowers. When people started



to make photosession with her castle on the background she found it reasonable to propose people to try on the proper costumes for photoes. Jelena made first dresses and they become very popular in a very short time (even without social media). Today, Doll Kingdom has over 500 costumes for all ages and both genders. Photos of young ladies in puffy dresses with a decollete and brave fellows in wigs and frock coats with the “Preili” geotag are appearing in social networks all over the world. Dressing up as ladies and gentlemen for a beautiful photo has become a real treasure of Preili. However, Elena found her creative niche only few years after she created that castle. One day a friend brought her a doll for repair. Elena had never done anything like that before but did the job and liked it very much. The gallery opened in 2008, and its exposition is constantly changing. The number of dolls created over the years is approaching a thousand, and many of them went abroad Now Vladlena’s Kingdom consists of a miniature castle in the courtyard, gallery of dolls and the wardrobe of the royal court. The dolls are displayed in different interiors, each of them having their own story to tell. Author’s dolls are very popular. They are displayed in galleries as well as in private collections in many countries of the world.











Kristīne Lipkova
Textile Designer

A Textile Artist

The success story of Kristine Lipkova

Vocational Education Competence Centre "Daugavpils Secondary School of Design and Art "Saules Skola" (Latvia)

https://www.facebook.com/kristine.llipkova

Kristīne Lipkova was born in Daugavpils, went to Daugavpils 1st secondary school, then studied at Saules skola and the Latgale branch of the Latvian Academy of Arts in Rezekne. After studying she started a private business, then moved to England, but very recently returned to Latvia.

One of the most interesting techniques she has learned is ebru, also known as paper marbling, it is the Turkish tradition of painting on water. Ebru works of art are created by transferring designs, patterns, and



motifs onto sheets of paper, fabric, and other canvases.

Now she is working like a curator of exhibitions and expositions at Livani glass and craft centre as well as regularly leading master classes in water painting, wool felting, working with foamiran and other techniques all over Latgale. While living in England, Kristine organized master classes in this technique also there.

She truly believes that if a person is inspired himself to create something and may inspire the others, he or she succeeds.







Vija Kudiņ
Hostess Bread Museum

Aglona Bread Museum

The success story of Vija Kudin

Vocational Education Competence Centre
“Daugavpils Secondary School of Design and Art “Saules Skola” (Latvia)

www.aglona.travel
https://www.facebook.com/maizesmuzejs/

With a great love of work, loyalty to all Latvian, and a desire to instill respect for the history of her land, hostess Vija Kudiņa has established a bread museum in Aglona, where visitors can learn about the process of making bread, taste the bread or try their hand at baking it.
Under Vija Kudiņa’s leadership the museum praises Latvia’s traditional rye bread. The museum showcases hundreds of tools and other objects related to the processing of grain and baking bread, such as flails, baker’s peels, kneading troughs, etc.
Dressed in traditional Latgalian costume, Vija welcomes visitors with charming Latgalian folk songs and a greeting in the Latgalian dialect, offering guests to identify and taste rye grains.
At the bread museum visitors can make their own loaf of rye bread, then bake it and later take it home. Visitors listen about the history of bread and how to make traditional rye bread, they taste freshly baked bread, try their hand at milling or holding a basketful of grain, taste Latgalian cuisine: špeks, zuoļu čajs ar madu, supeņa, guļbeitsi ar zūsteiti voi kilbasu, kļockas, sipesnīks, šmakavceņš.

The Museum offers traditional bread baking, testing Latgalian cuisine, as well as educational programs for different ages and in different languages, catering services for small an big parties.











Oksana Vronska
Artist

Art Studio “Putra”

The succes story of Oksana Vronska

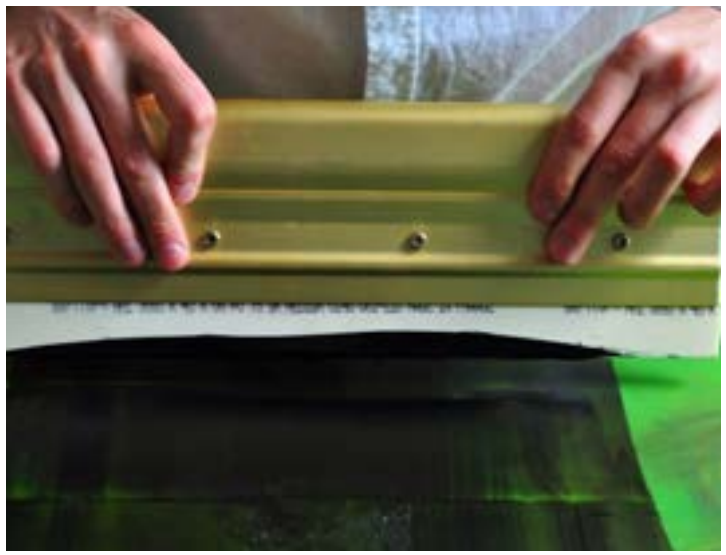
Vocational Education Competence Centre “Daugavpils Secondary School of Design and Art “Saules Skola” (Latvia)

https://www.facebook.com/o.vronska/

Art studio “Putra” is an artist’s Oksana Vronska graphic workshop established in cooperation with her husband Edgars Vronskis’s forging studio “Edgara Vronska kalēju studija”. Visitors are invited to attend various graphic technique lessons and demonstrations.

Graphic lessons develop dimensional imagination, creative thinking and fantasy, and helps to bring into life interesting ideas.

Visitors are welcome to unconventional lessons drawing lessons for adults and children to experiment



with nature materials, paper, colours, and water. Art studio organises creative workshops – forging, floristry, paper casting and other.

Blacksmith Edgars Vronskis is engaged in artistic metalworking. Makes various functional as well as decorative metal products.

Edgars welcomes to his workshop and offers to view a creative metal work demonstration.

The artists actively participate in festivalsand fairs, where they show their craft skills. Visitors have the opportunity to try their hand at forging a lucky coin or souvenir.





The Plus
(gallery :)



Transversal Competences

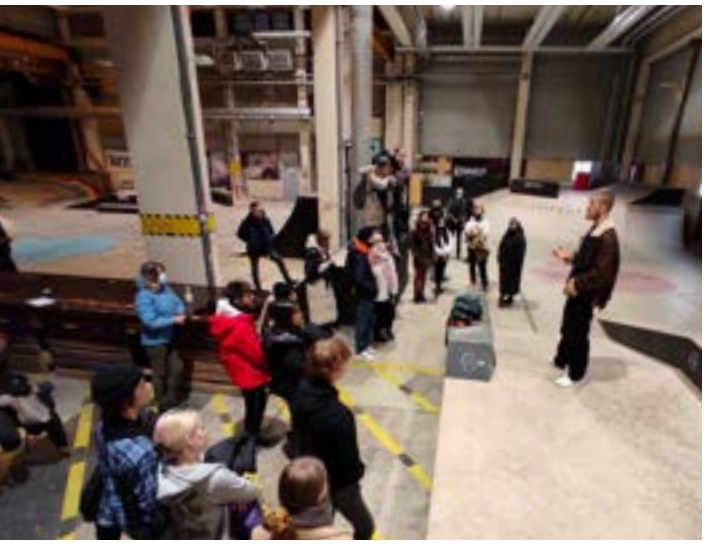
During every mobility project, we had the chance to test our abilities as teachers to deliver knowledge, provide effective lessons, and to create workshops for the students so that they could develop their creative and soft skills, but Erasmus+ is so much more than this!

In fact, thanks to this experience, we also had the opportunity to learn about each other's cultures, to open our minds and see the beauty that Greece, Finland, Latvia and Italy have to offer. We went sightseeing and visited the most famous landmarks of each city, we went to art exhibitions, local art centers and factories, experienced live performances and the local cuisine.

«The real voyage of discovery consists not in seeking new landscapes but in having new eyes.»

Marcel Proust

Hiedanranta
The Future Hub of Western Tampere (Finland)



The historical factory community in Tampere's Hiedanranta is transforming into a modern and sustainable city district.

Located next to Lielahti industrial area and four kilometres from Tampere City Centre, Hiedanranta will become pleasant place to live, work and spend leisure time.
The area already provides an environment for smart urban development, resource efficiency and circular economy. The old industrial area is also open for people, events and activities.

The historical manor and mill setting invite to join colourful urban culture. The old Lielahti industrial area has been open to events and activities since 2016. The Hiedanranta of the future will be the home of flourishing urban culture, and a wide variety of activities for spare time.
The innovative Hiedanranta is a platform for development. Above all, it serves experiments and projects related to smartness, sustainability and the circular economy. Get to know the development themes and work as well as the current and completed projects and the people involved.
We're building something extraordinary - Hiedanranta





Tallipiha
Stable Yards, Old Time Idyll in Tampere Centre (Finland)

A hundred years ago the Stable Yards were part of the Finlayson factory community that dominated the city of Tampere for half a century.

The Stable Yards were the domain of the factory owner's horses and the staff needed to care for them. The charming Russian style cottages in beautiful garden surroundings have now been restored to their 1880´s appearance and made home to a range of little gift shops, artisans workshops and café.

Today, the historic Tallipiha is a free-of-charge sight with a fascinating cafe, chocolate and handicraft shops and various events.

The community is also home to different seasonal events. Summer events include a traditional Finnish Midsummer celebration, market days and artisans' work demonstrations.

During the summer, a genuine old time horse cab awaits customers in the Yards. During winter, Stable Yards celebrate Shrovetide and Christmas with various events. The Stable Yards have something to offer to people of all ages.







Powerbreak Activities
(Finland)





Boost your productivity! Even a small break makes a difference - it increaces focus, releaves some stress and improves your creativity.

For example, YouTube is full of short videoclips about how to make effective breaks while working.



Voipaala Art Center
(Finland)



Voipaala is a meeting center for friend of art, history, cultural events and wellbeing. Voipaala is a vibrant temple of many different art - in the middle of everything and above all beautiful nature!
Exhibitions for every season.Voipaala manor and the surrounding parks are located on the slopes of the iron-age Rapola ridge at Sääksmäki. Many artists, writers and composers has been working at this inspiring enviroment over the years.





Makrynitsa
(Greece)





Environmental Education Centre of Makrynitsa, Pilio, Greece.
Discovering the “treasures” (paths, herbs, architecture) of Pelion Mountain.



Old Factory
(Greece)



The Roof tile and Brickworks Museum, Volos, Greece.
The Museum is housed in the old Roof tile and Brickworks Factory in Volos (Thessaly). It presents daily life in the factory, as well as all the production stages of different types of bricks and tiles.





Modern Art
(Greece)





MOMus is entrusted with the preservation, study and promotion of (mostly visual) modern art achievements, particularly those connected to the internationally renowned Costakis Collection of Russian avant-garde art (1900-1930), as well as the works of Greek and international artists that represent the art movement of modernism.

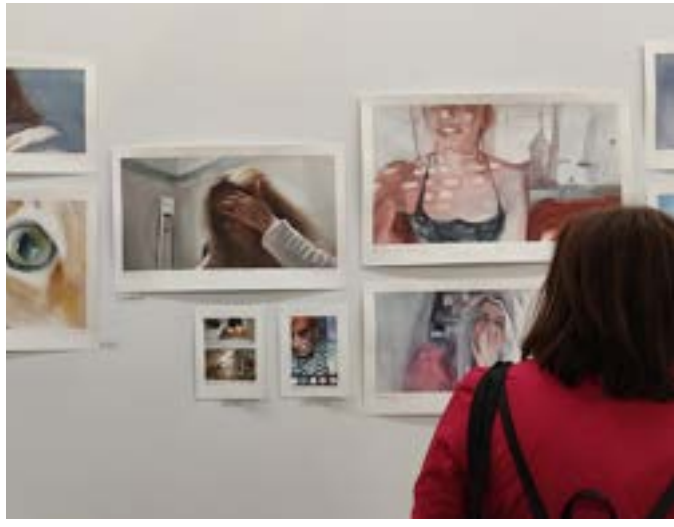


Art Exhibition
(Greece)



Exhibition: Project “waiting room” by Alexandros Psychoulis, Delta Gallery, Volos Greece.
An exhibition–commentary on the situation we have experienced. The exhibition consists of a number of portraits, watercolor paintings of people that the artist meets virtually.





Performance
(Greece)





Performance of Efi Papathomaidi, Porfyrogeneio Foundation of Agria, Volos, Greece.
Efi Papathomaidi is a classical pianist and a founding member of the European Association of Piano Teachers EP.T.A. HELLAS. She performed Manos Hatzidakis, “6 popular pictures”



Pasta Workshop Ad Majora
(Italy)





Where did the Project take place? In Italy.
What’s Italy worldwide known for? Art, culture...and pasta of course! Here’s a no holds barred contest between Italy and Greece to conquer the dominance in cooking - a respectable symbol of craftsmanship and connection to culture and territory.







Crespi d'Adda
(Italy)





Crespi d'Adda, the perfectly preserved company town built in 19th Century by enlightened textile entrepreneur Cristoforo Crespi was a true blast from the past. The hamlet is an everlasting example of conciliating a healthy way of living for Man and production needs for Industry.



Bergamo Upper Town
(Italy)



Upper Town is affectionately named Città Alta by local inhabitants. The medieval inner city with its dreamy alleys and precious monuments sharply contrasts with the busy and crowded town at the feet, where industries and services competes with Milan's supremacy.





Dinner at Delia's
(Italy)





After-dinner brainstorming at Delia's! The breathtaking Città Alta skyline was definitely the perfect conclusion of such an amazing project - a warm, intimate rendez-vous of different cultures where proverbial Italian hospitality honoured the multifaced technical ingeniousness of foreign partners.



Emotional Garden
(Italy)



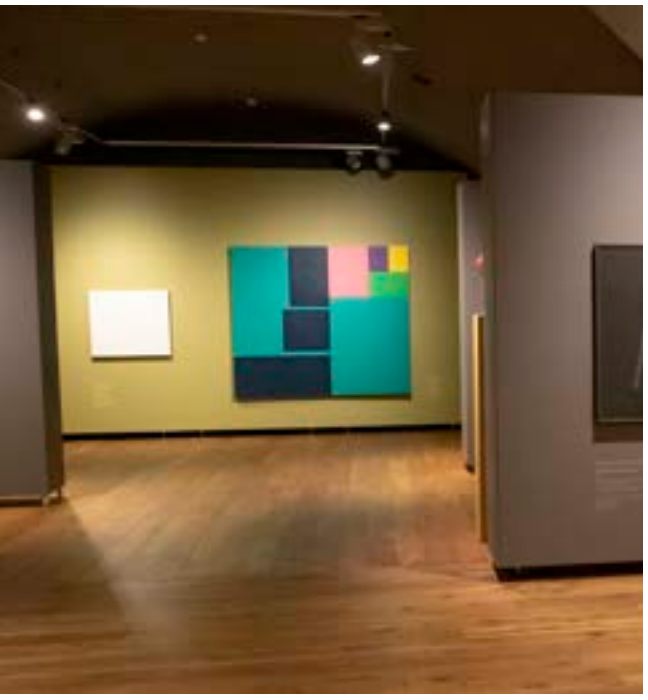
The Emotional Garden [io lo terrei così, mi sembra più evocativo]. On top of Scuola Andrea Fantoni, an evocative roof garden was created by planting a rich selection of dyeing plants as a deposition of ancient pictorial techniques, to testify the strong connection between past and present, Art and Nature. Teachers thus passed the baton to students, showing the endless circle of culture through time.





Daugavpils Mark Rothko Art Centre

(Latvia)





Daugavpils Mark Rothko Art Centre is a multi-functional contemporary art and culture centre located in the Artillery

Arsenal building (1833) of the Daugavpils Fortress. It is the only place in Eastern Europe where visitors can explore the work of Mark Rothko /1903-1970/, the world-renowned Daugavpils-born American artist, master of abstract expressionism and colour field painting. This is a place where history goes hand in hand with the contemporary and creates a unique and inspiring place for creative expression and experience.

The Art Centre offers exhibitions dedicated to Mark Rothko's artwork and biography, and well-known Latvian and foreign artists' exhibitions, created in different artistic media – painting, photography, graphic, textile and ceramic art, etc., as well as historical and cultural expositions.

Temporary projects take up 2000 square metres of gallery space and offer more than 40 different shows per annum, featuring some of the finest contemporary art projects in different media by regional, Latvian and international artists.

The centre hosts international symposia for artists, creative workshops and master classes as well as art education programmes for children and youth. It offers accommodation, seminar and conference rooms, and a chamber hall with a grand piano.

A souvenir shop and Arsenal Café are also located on the premises.
The centre continues to develop. The restoration works of Memorial House for Pēteris Martinsons were completed in 2022, and a permanent exhibition now is located there as a tribute to the artist.

Pottery Masterclass in Daugavpils Clay Art Centre

(Latvia)





www.dnmm.lv
https://www.facebook.com/Daugavpils-M%C4%81la-m%C4%81kslas-centrs-105787684239725/

Clay Art Centre in Daugavpils was established within the framework of the Latvia - Lithuania Cross Border Cooperation Programme.

Today, in the Clay Art Centre the ceramists have the opportunity for creative work with clay - modelling, turning, glazing and firing.

The project is completed in November, 2010.

Nowadays the Centre is a place of inspiration for ceramists promoting the cultural and creative tourism in Daugavpils and popularising the traditions of Latgalian ceramics and pottery as the cultural heritage value.



Potato Printing Workshop

(Latvia)









Being inspired by the traditional Indian art of wooden block printing, CREDI team experienced creative printing session, using simple house-hold materials, like potatoes!
The creative workshop was led by Dace Pudane and Digna Gordijenko, textile artists and teachers of “Saules skola”. Daugavpils. May 2022e to the artist.

EBRU Painting Workshop

(Latvia)







Project team enjoyed painting with EBRU, the traditional Turkish art of creating colourful patterns by sprinkling and brushing colour pigments onto a pan of oily water and then transferring the patterns to paper.

The collective art of Ebru encourages dialogue through friendly conversation, reinforces social ties and strengthens relations between people.
This mysterious creative process was inspired and supervised by Latvian artist, Ebru practitioner Kristina Lipkova. Daugavpils. May 2022.

How To Pitch an Idea
(Latvia)











Coming up with good ideas is hard, but convincing others to do something with them is harder. Training basic skill of pitching ideas at Workshop with Santa Dzalbe-Sologuba from Daugavpils business incubator of Investment and Development Agency of Latvia. Daugavpils. November 2019

Fashion Design Workshop
(Latvia)





Team work for creation new fashion collection applying draping/pinning technique.

Draping is one of the important processes in fashion design and allows a look test in fashion and gives a visual about how a design would look on a body shape.

CREDI team created a fashion idea and a product story behind it for the potential client.

Workshop was lead by Elena Labonarska un Aida Surina, fashion design teachers of “Saules skola”



Design Thinking Workshop with “Design Elevator”

(Latvia)





An introduction to design thinking with company “Design Elevator” owners, designers and consultants Elina Bušmane and Charles Bušmanis. The workshop provided the basic tools to approach a challenge, ideation and prototyping methods. It included te-am-building and product investigation activities. Daugavpils. November 2019



Riding Horses at Ranch “KLAJUMI”

(Latvia)



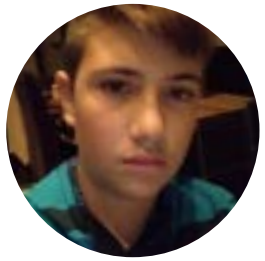
www.klajumi.lv

The history of horse ranch “Klajumi” goes back to 1936, when a young farmer Janis Stabulnieks established a farm near La-tvian-Belarusian border. Nowadays both old and new generations are working, saving cultural and historical heritage and taking care of nature environment values. The landscape is hilly, but very scenery and tourism is more appropriate than agriculture in this region, located in the nature park of Daugava river valley and close to Latvian-Belarusian border. Taking into mind the love the owners of “Klajumi” possessed to horses, nature environment, historical conditions and traditions, in 1998 “Klajumi” started its business as a horse ranch.
Horse ranch “Klajumi” is not just a riding centre. It is a sport club and an accom-modation place where you can enjoy peaceful horse riding tours (even without any previous experience), beautiful land-scapes, and relaxing atmosphere, as well as traditional dishes of Latgale region. Farm “Klajumi” has received the Latvian eco-label – “Green Certificate”.

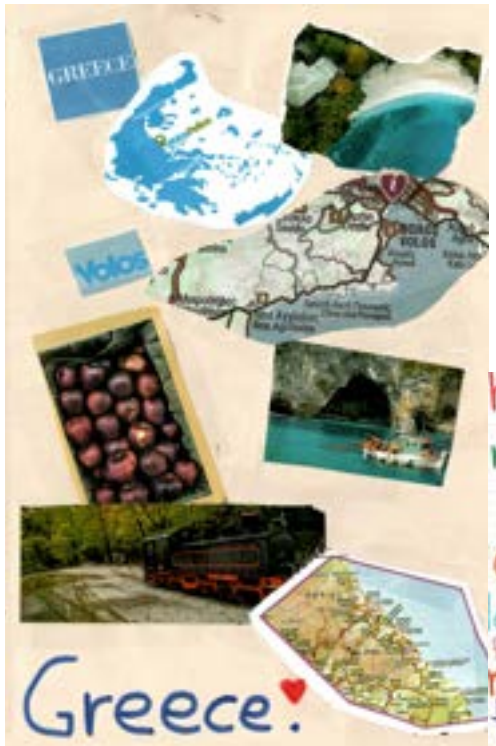


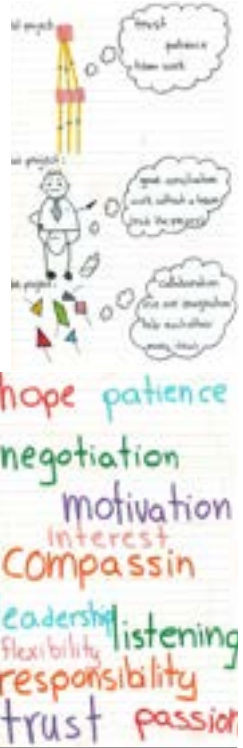


Students' Feedback



Evangelos Stamos
Student of
1 EPAL N. Ionias
Magnisias
5th grade, Applied
Arts, VET School



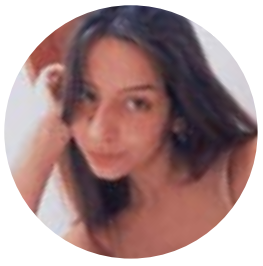


Reflection

From this Erasmus program I learned how to communicate and how to make my own business. It was very creative and helped me to use my imagination at the time of performing. Even though it was my first time abroad, I easily made new friends and I learned so many new things about the other countries and their cultures! It was quite interesting from the start of the trip until the end! I recommend all the students to grab the chance and join Erasmus!

What I have learnt

I'm so happy I participated in such a unique experience. Workshops were interesting and useful as well. However, traveling abroad for the first time and meeting a new culture was one of my favorite parts. I especially love the feeling of having friends around the world! Texting to them on a regular basis made it even better. I would definitely take part again and again!



Amalia Gaga
Student of
1 EPAL N. Ionias
Magnisias
5th grade, Applied
Arts, VET School





The plus

What I have learnt

Being a part of the program, I managed to gain so much knowledge and most importantly unforgettable memories. First, the trip to a foreign country was an amazing experience. I feel honored i had the chance to experience a completely different culture and mindset that finnish people have. It was so fun, finding differences and similarities between Greece and Finland. Also, I learned a lot on how to start and succeed in the business field.

Reflection

Traveling to Europe was a dream for me! I enjoyed every moment! In my opinion, it is really important to be with students from different countries and exchange experiences and point of view. Our workshops were very interesting and funny and full of ideas. I thank all of you for sharing with my colleagues and me all this knowledge concerning entrepreneurship.



Chrysavgi Spanou
Student of
1 EPAL N. Ionias
Magnisias
5th grade, Applied
Arts, VET School



Katerina Pappi
Student of
1 EPAL N. Ionias
Magnisias
5th grade, Applied
Arts, VET School



Julia Pääkkö
Student of
Valkeakosken seudu koulutuskuntayhtymä

What I have learnt

"I learnt a lot during that Credi-project. For example, I learnt about new cultures and to speak more English. I also made new friends with students from other countries, which was pretty cool. I'm so glad that I was able to participate – it was a wonderful new experience. I got familiar with different cultures, and especially the difference between Finland and Greece. Being in Greece was a relaxing change from regular school life, but at the same time a memorable learning trip. As I study to become a chef, I found a lot of inspiration from Greek food for different aspects of my professional career. One of the most memorable things I learned during our workshops was the importance of teamwork. I realized how important skill it is and how big of an impact it has on your everyday life too.I got familiar with different cultures, and especially the difference between Finland and Greece. Being in Greece was a relaxing change from regular school life, but at the same time a memorable learning trip. As I study to become a chef, I found a lot of inspiration from Greek food for different aspects of my professional career. One of the most memorable things I learned during our workshops was the importance of teamwork. I realized how important skill it is and how big of an impact it has on your everyday life too."



Jermu Konola
Student of
Valkeakosken seudu koulutuskuntayhtymä

Reflection

"It was great to work with other students and spend free time with them. It was a great experience. I learned many new things, for example about all the participant countries cultures and about their point of perspective upon things.

The most I learned from the Greek culture and about their everyday life. Workshops were sometimes challenging, as none of the team members could not use their own mother language to communicate. What I learned through workshops was how to work as a team, to create and embrace new ideas and to do problem solving together."

Reflection

"My favorite thing about Credi was getting to know new people and also getting to see new places and food, thanks for everyone again for making it so fun!

The best part for me were the common dinners that we had at the end of the day. It was nice getting know one another, because we had such a great people there, and it was fun to learn about each others cultures too. As I am not the most social one, I felt a bit nervous at first, but as time got by I gained more confidence and improved my social skills.

Some of the best moments were seeing our teachers also taking part in activities and sharing fun times together.

The workshops were long and productive. It was a good learning experiment, especially about communication. It was sometimes difficult to express my thoughts and ideas to my team members, but it felt rewarding having to do so and accomplishing things together."



Roberto Garcia Elijoki
Student of
Valkeakosken seudun koulutuskuntayhtymä

What I have learnt

"I had awesome time and met awesome people! I learnt a lot more English.
Through workshops, I gained new skills with how to think creatively and how to bring up my ideas and develop them with other people. I got to know teamwork on professional level and enjoyed it.

All the participants were nice and i got along well with them. I already knew something about the cultures, but I still learned new things, such as the basic sayings of the Greek language. I also enjoyed being a host in Finland. Credi gave me amazing new opportunities to experience new things, to travel, meet new people, discover culture and art and much more."



Helka Rännäli
Student of
Valkeakosken seudun koulutuskuntayhtymä



Irene Mangiarulo
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School

What I have learnt

"If I had to describe briefly the Erasmus+ mobility in Finland, I'd say it has been a new experience beyond my comfort zone.

Dealing with an international environment, I had the opportunity to practice my English and teamwork skills.

It was both useful and amusing! I'm looking forward to seeing my former team mates and tasting the delicious Finnish sweets!"



Stefano Rota
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School

What I have learnt

It was an excellent experience where I learned new techniques about design and essential skills about group work, business, photography.

The immersion in the awesome Finnish landscape stimulated my concentration a lot and helped me thinking outside the box.

Reflection

It was truly a great opportunity to learn new skills while having fun in a beautiful country I didn't even imagine I would ever see! I enjoyed working in groups with students from other schools, countries and languages.

I appreciated the various, exciting activities offered both inside and outside the school.



Nerea Sangalli
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School

Reflection

What I liked the most about this project was the melting of different cultures; the work climate encouraged me to leave my comfort zone and be proactive.

It was very constructive, I'm really grateful for that.



Beatrice Vanini
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School



Ilaria Allevi
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School

What I have learnt

The Erasmus experience in Greece allowed me to attend a multicultural context, in which I made bonds with people from different countries (and a beautiful friendship!); I also learned about entrepreneurship and discovered a beautiful place.

This experience taught me to adapt to a place far from home and to get emotionally involved.

The Erasmus + Program was such an intense and wonderful experience that I will always have it on my mind!



Antonella Sigillò
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School

Reflection

The Erasmus experience in Greece was a dream come true. I have always wished to have an experience like this, to be able to travel abroad, test out my skills and relate to people different to me. It was a chance to put myself out there, to be far away from home for the first time and that make me feel really good.I also made up my mind I'm pursuing my studies and I'm looking forward to living this experience again, in a different place and hopefully for a longer period.Although it was a brief encounter, I bonded with many people and I realised that despite the distance and all that goes with it, our interests and our view of life were not so different. I am still in touch with the Italian and foreign girls I shared this experience with and we have already planned to meet up later: I think that testifies more than anything else the strong impact it had. I would suggest everyone to try something similar at least once in their life - traveling opens the mind and allows you to get rid of many preconceptions we are not even aware of.

Reflection

During the Erasmus experience in Greece, I established bonds with people of different culture and learned new concepts about entrepreneurship, a topic that interests me a lot.

I also had the opportunity to discover Greek customs and language. I really liked the Erasmus + project, I wish everyone could enjoy an Erasmus activity!



Betarice Carsana
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School

What I have learnt

The Erasmus program in Greece is most definitely the best experience I have ever had, not only during this academic year, but throughout my entire school career. This project allowed us not only to learn, but also to put into practice in a straightforward way a set of soft skills that will certainly be valuable to us throughout our lives. One of the most significant skills has been teamworking, combined with the ability to effectively communicate.

However, the thing that will stick with me the most will be the warm Greek hospitality, the wonderful bonds of friendship established, the curiosities about traditions of other countries, but most importantly the delicious pita gyros.



Camila Lucia
Gutierrez Perez
Student of
Scuola d'Arte Applicata
Andrea Fantoni
5th grade, Art High
School



Viktorija Deiko
Student of
Fashion Design Program
Daugavpils Dizaina Un
Makslas Vidusskola
“Saules Skola”

Reflection

At the beginning before mobility to Finland I expected to gain new knowledge about business so I got it - team working and communication skills, coming up with an idea, creating own product, creating logo, implementing cash management. I am interested in it, because I already have my own creative business: drawing and painting portraits to order. In the morning we were studying and developing ourselves, but in the evenings we had a delicious dinner and free time. Some evenings we spent together with our best teachers we had a lot of fun and played game “Mafia”Program Erasmus+ fulfilled my dream to travel and I learned about how create a business from a favourite hobby and get income. Project CREDI gave me an amazing experience and knowledge about business creation and creative working.



Vanesa Tarvide
Student of
Interior Design Program
Daugavpils Dizaina Un
Makslas Vidusskola
“Saules Skola”

Reflection

During mobility to Greece we were trained how to work in team, developed our organization skills, time management and event planning . It was valuable experience and a challenge for me, because I usually don’t have time to do everything I wished . Now I try to plan my day and spend time reasonably.

Also team working was a big challenge for me, especially working with students from another country. All of us were a little bit stressed we all together have done a good job, which in the future would help us in our own development and in successful steps towards a brighter future.

What I have learnt

Before the planned mobility I worried very much, because I’m only 16 and it was the first time I went so far without my family. Fortunately, teachers and my team replaced my family in Greece and I did not feel alone. Thanks to the project, I gained a lot of new knowledge, I practiced the communication and met cool girls, with whom I still keep friendly relations I learned a lot about the culture, people, architecture and folk dances of Greece. I liked absolutely everything, but especially the trip to the mountains. I liked that all the participants of the project were very friendly. About the lessons and tasks: liked all of them. but most of all I enjoyed the lesson of Italian team where we built and designed our own aircraft and airlines. During the project, I became close to the teachers. I got to know them better, to know their life experience and even got their advice.



Alisa Avsejeva
Student of
Photo Design Program
Daugavpils Dizaina Un
Makslas Vidusskola
“Saules Skola”

What I have learnt

I’ve always wanted to take part in Erasmus projects, but I was sure that it’s something that I definitely couldn’t achieve. Upon interview I was so excited and I really counted days until our trip. Our project topic was ‘entrepreneurship’ and it’s really actual and interesting, cause I think everyone would like to have his own successful business. I realized that it was harder than i expected and I saw it’s more about a teamwork, anyway you couldn’t do business alone.

The most difficult tasks for me personally were ones related to planning. I don’t like making plans or graphics, so it was hard for me. The most pleasant were creative tasks, when we needed to create something or paint it



Arina Smirnova
Student of
Photo Design Program
Daugavpils Dizaina Un
Makslas Vidusskola
“Saules Skola”



Dagnis Stikans
Student of
Multimedia Design Program
Daugavpils Dizaina Un
Makslas Vidusskola “Saules
Skola”

Reflection

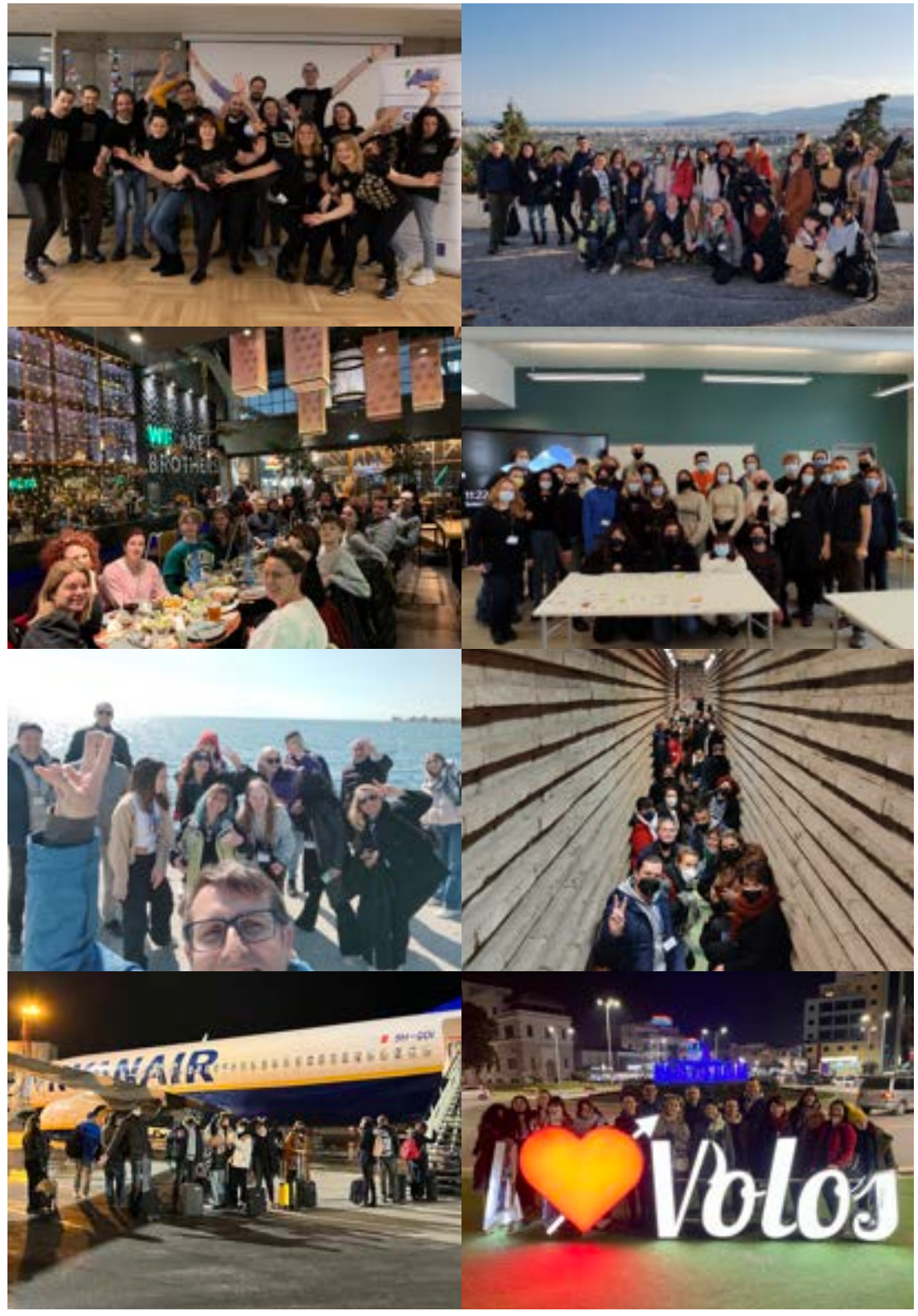
The participation in CREDI project has been very efficient. My expectations were fulfilled and in the reality it was much more better than expected. My first thought was that all those project activities would be formal and would consist of monotonous PowerPoint presentations. In the reality all lessons were different, creative and memorable. I felt myself very comfortable and we all felt something common in spite of fact that we came from different countries and we all were so different persons.
I am excited about my group mates, because we successfully made great communication, work management and we respected each other opinion.



Erens Abramovs
Student of
Graphics Design Program
Daugavpils Dizaina Un
Makslas Vidusskola “Sau-
les Skola”

What I have learnt

During our mobilities I’ve visited many beautiful and interesting places The project was very active and I didn’t even have time to exhale and I really liked it. It was a cool way out of the comfort zone.
I saw that every teacher invested himself in the overall work in this project. Personally, I discovered many new things that I had not noticed before, and also gained experience in communicating with people in a foreign language. Thank you all very much for the organization, attention, care, pleasant atmosphere and cool opportunities.
I’ll never forget this mobilization and so wonderful experience.







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