

ENOCULTURA

Inicio de enología en Europa.

Uvas prefiloxéricas

About

This project is an experience which encourages experimental methodology among the pupils as they develop contents and subjects taken from the secondary school curriculum. It also looks at new ways of assessing schoolwork. The project is based on experiential learning, offering a new dimension for searching out information, and for sharing and communicating with European pupils and teachers.

The partnership is made up of Aurelio Gómez Escolar School (SP), 1º Gymasio Acharnon (GR), Regional Gymnasium of Livadia (CY), 5º Gymnasio Chanion (GR), IES Teguiise (SP), and the University of Burgos (SP). The profile of each partner is clearly defined: the four schools will develop the project in their classrooms, they have the role of partners who develop, implement and assess the project directly. The Canary Institute and the University of Burgos have the role of technical support in various areas. The Burgos school coordinates the project and Acharnon organises the diffusion and connexion between partners.

In the partner schools, an average of 27% of the pupils will be involved; they will be selected based on their direct involvement with the project and the activities. However, with the aim of making a direct impact on the whole school, practically all of the Secondary pupils will, at some stage, participate in project activities. In the Canary Institute, 100 % of the vocational students studying agriculture will directly participate in the project activities, and in the University of Burgos it is the students doing their end-of-degree project who will participate. Regarding the staff in each partner school, since this is a multi-disciplinary project practically 100% of the teachers (discounting specialized subjects or those with little connection) will introduce and asses some activity in their classes.

For this project the schools design a simulated business within the industrial wine sector: they make wine; design a quality plan; analyse the product; prepare an economic, legal and marketing study. All the activities are adapted to the educational content and integrated in the assessment plan.

The project's objective is to make a direct connection between the pupils and their business and social context, producing an immersion of these pupils in the world that surrounds

them. At the same time the pupils will discover similar contexts during the mobilisations. The collaboration between the vocational institute and the university complements the activities, reinforces the technical contents relating to agriculture and viticulture, as well as providing support with analytical and quality control techniques. As a complement to the project, the schools develop a study of the pre-phylloxera grapes in Europe which exist in Lanzarote and Crete, and study the enoculture on the island of Cyprus where the elaboration of wine in Europe began.

The innovative character of the project comes in the first place from its nature, since it develops a close collaboration not only between secondary schools in different countries but also between universities and vocational training centres. Each organisation adapts the project to the capacities of their pupils or students while interacting closely with the rest of the partners. This is highly enriching for all those involved because all the participants acquire quality capacities and skills. One fundamental objective of the project is to give both pupils and teachers a new vision of how globalised education works. The project also promotes an educational change within the European schools, facilitating the acquisition of key competences, encouraging a spirit of solidarity, and promoting entrepreneurship and financial management in all the participants. Thanks to the project, the European pupils will embark on an investigation into European heritage, culture, and enoculture, the latter being a basic socioeconomic sector in the local context of all the partners.

This is an educational project in which pupils from different countries in Europe come to a consensus on how best to work together and how to communicate. They analyse and adapt their work to the culture, religion, and customs of their partners and also have to express their own preferences in these areas. Moreover, the schools set the stage so that their pupils need to use business initiative and entrepreneurship. Finally, we must underline the fact that the practical design of the project means it focuses on motivating pupils in risk of academic failure, and the project naturally opens the schools and their pupils to Europe.