



Learning Activities

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A range of activities were organized, in each country, for a week. Each visit included a variety of learning opportunities, involving not only formal meetings and presentations, such as seminars with leading experts on crucial topics for the project, but also informal ones, such as social gatherings, group discussions, visits and walks through the city. Visits were planned to schools, cultural institutions and universities, as well as to other public spaces. Hands-on workshops, facilitated by the cultural institutions, using arts as mediator, were also carried out. Group discussions, sharing and joint reflections were conducted through meetings, but also while participants walked together, had lunch or dinner, and through social gathering, highlighting how the professional life is intertwined with the personal one, and how insights and reflections can be created through informal, personal- and interpersonal-invested moments, in which being together is more than the sum of all persons. Children were also active participants and welcomed all participants at their institutions, and sometimes also visiting other spaces around the city with them.

Activities in each country:

- > Embedded experiences: Visits to schools and partner institutions
- > Visits to towns & walking through the cities
- > Sharing & discussing & social gatherings
- > Seminars

Visits to Belgium and Finland happened in 2019, which allowed face-to-face contacts and life visits to each participating institution, which in Bridging is considered crucial to support an open minded and positive reflection and improvement of the existing practices. However, due to COVID-19 pandemic, visits to Poland and Portugal, in 2021, were mainly virtual. Still, organizers of both countries invented ways to help virtual participants to feel, notice, and experience as much as possible.

In all visits, participants were invited to share reflections and pictures of their experiences. In the following pages, we share some of the insights made by participants.

Belgium 2019

ACTIVITY	QUOTES
<p>At Erasmus College facilities:</p> <ul style="list-style-type: none"> > World cafe: getting to know each other's work > Seminars: Professional development & Identity development 	<p><i>"We exchanged opinions, compared, inquired and shared our work with each other. It is always rewarding and instructive."</i></p> <p><i>"Cooperation with people from other countries, prepared presentations made it possible to see the variety forms and methods of working with children and the involvement of cultural institutions in supporting the youngest in their development."</i></p>
<p>Visit to Culturgheem</p> <ul style="list-style-type: none"> > Ketmet > Workshops with children > Casa da Imagem workshop > "Tickle trail" by students of Erasmus High School 	<p><i>"Inclusion": "It was great to see the multiculturalism of Brussels and the work that our partners are doing for inclusion."</i></p> <p><i>"We were inspired by the operation of the Ketmet kitchen; making food from wasted foods and then eating together."</i></p> <p><i>"we drew attention to the great openness towards other nationalities and cultures, supporting visitors / refugees, e.g. cooking together, the possibility of buying food cheaper and, above all, taking care of children when a parent learns the language at a school next door, or acquires a profession."</i></p>

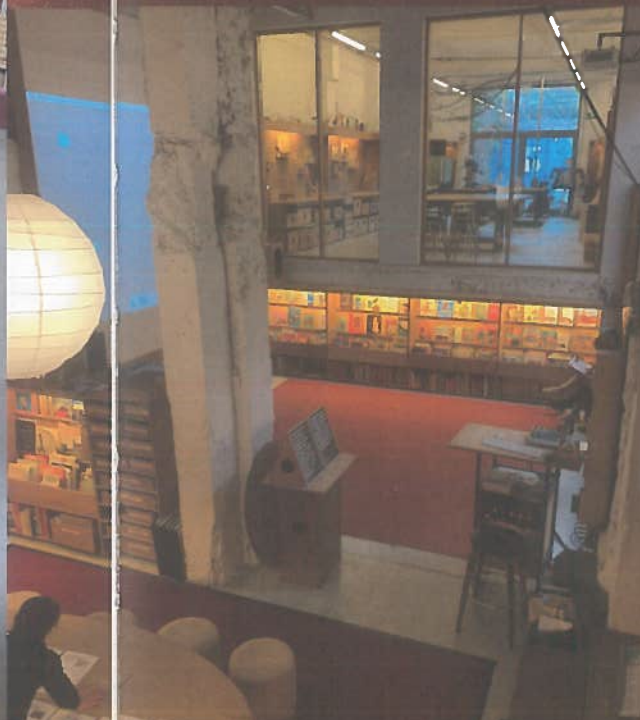
Visits to Elmer & visits with children to cultural settings	<p>"We had the opportunity to look at the specifics of working with young children in Elmer nurseries, what work methods they have, that they mainly focus on spending time in the city and in various institutions created for children"</p> <p>"We remembered the importance of teaching children caring, sharing, and helping skills"</p>
Visits to ABC > Hands-on workshops > Kamishibai-story	<p>"Inspiring learning environment ABC-House"</p> <p>"Kamishibai-story theater" technique</p>
Social gatherings, visits to other public spaces, and walks through the city	<p>"The friendly atmosphere, kindness and creativity of the people involved in the project meant that the time passed quickly in Belgium and we were waiting impatiently for the next meeting"</p>

PARTICIPANTS' REFLECTIONS ON LEARNING ACTIVITIES IN BELGIUM 2019

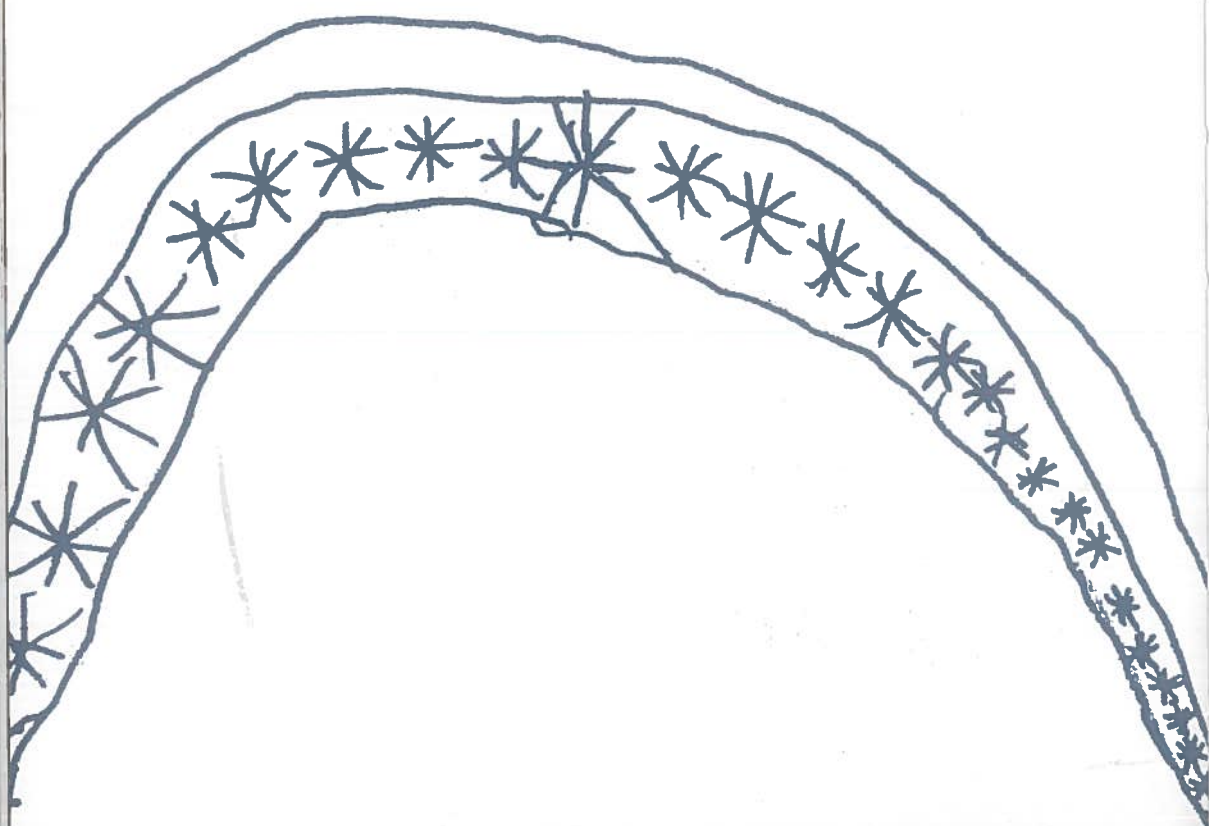
The main words to describe the LTTA in Brussels were **inclusion, exchanges, and cooperation**. Inclusion for the opportunity of sharing and knowledge of the multiculturalism of this city, as well as for the great openness towards other nationalities and cultures, making it possible for participants to reflect on the importance of building a more egalitarian Europe. Exchanges because the meeting was a unique moment allowing the sharing of opinions, the comparison and exchange of work experiences, and a true collaboration between people. The embedded experiences

made possible in this visit were, according to the participants, very inspiring through the visits made (ABC-House, Elmer ...) as well as the activities developed in these learning environments ("Kamishibai theater"). The visit to Brussels, the planned activities and the opportunities made available to the participants were considered very balanced and very well prepared. Participants emphasized the importance of collaboration and stressed the importance of teaching children skills in caring, sharing and helping.





Finland 2019



ACTIVITY	QUOTES
Life in Finland Social gathering & sauna Visits to Helsinki & Jyväskylä	<p>Hospitality (...) means taking care of the guest for one thing, and on the other hand, showing how people live."</p> <p>"Very motivated to learn more about daily habits at school and in other areas of life."</p> <p>"Observing and experiencing these differences made me think on various aspects of my profession and teaching practice."</p> <p>"Moments of exchange and discussion of experiences among all those present."</p> <p>"The sharing of experiences promotes reflection and, in this sense, influences the pedagogical practice, provoking new strategies."</p> <p>"Finland's investment in education and culture and the positive results of this investment have increased the perception of the value of our role in building a better society, but also of the need for demand and efficiency in what we propose to achieve."</p> <p>"When you see your own activities and culture through the eyes of a stranger, it opens up new perspectives on work and life for yourself."</p>
Alvar Aalto Museum	" Simplicity of the Finnish interiors and cleanness."

Visits to school & experiences with children

"The most inspiring experience was an intense one in an extreme context, for a Portuguese: we shared a morning in the forest with pre-school children, with negative temperatures and many obstacles, such as slippery ice, broken and unstable branches. These "dangers" were not avoided, but were part of the dynamic of the moment and were experienced with energy and good mood, as games and everyday play."

"Arrangements that eased conducting a lesson quiet and relaxing for children."

"Low-waste, recycled materials to play and create."

"The teachers told us they work according to two main rules: solve problems instead of piling them up, and follow the children's needs."

"I think that the trip to Finland contributed to professional development, but if I had to choose a situation it would be a visit to the kindergarten because it provided moments of exchange and discussion of experiences among all those present. The sharing of experiences promotes reflection and, in this sense, influences the pedagogical practice, provoking new strategies as well as supporting others already chosen."

"Also, the children's joy and interest in the international guests, who had been talked about a lot and with whom the children had collaborated, was memorable to see."

"It gave me an incentive to continue to exercise my activity with enthusiasm and positivity."

"Architecture Education and Urban Environment with children"
Seminar at University of Jyväskylä
Workshop at the preschool

"We also learn new media skills."

PARTICIPANTS' REFLECTIONS ON LEARNING ACTIVITIES IN FINLAND 2019

The words elected to describe the experience in Finland (Jyväskylä and Helsinki) were **openness, hospitality, and motivation**. Openness because it was possible to observe the activities developed by the "eyes" of the participants, favouring the sharing of each other's work. Regarding hospitality, it means taking care of guests in organizing all activities, visits, seminars in both cities, but also the possibility of sharing with participants the way people live in this country. These experiences and opportunities have proved to be very motivating in learning about daily habits at school and in other areas of life, allowing some of the participants to reflect on their professional and practical experience as teachers (by observing and experiencing cultural differences). Relationship-building was valued for the appreciated moments of exchange and discussion of experiences among all participants. This sharing of experiences promoted reflection and, in this sense, can have an influence on pedagogical practice by implementing observed and experienced

strategies. In Jyväskylä **visits to schools** were very interesting for participants and important for their experiences. They emphasized the excellent organization, the simplicity of the Finnish interiors and cleanliness, the experiences lived both inside and outside of the educational contexts. Learning of new media skills was also emphasized as an excellent resource for professional practice. In Jyväskylä and in Helsinki **visits to cultural settings** (museums) were highlighted and participants underlined the organization of the Finnish team in the visits. The Finnish team gained confidence throughout the LTTA by feeling the partners were very motivated and involved in the planned experiences.





Poland 2021

ACTIVITY	QUOTES
Architectural walking	<p>"I must mention as an inspiring moment, the trip through the city, even if it happened virtually, it was a revealing moment of the historical sensitivity that this city presents."</p> <p>"Visit Warsaw through the eyes of the cultural team, perceive the focus of their attention and get to know their personal experience of the city: a demonstration of generosity and trust in a journey that we end up doing together."</p>
Architecture workshop	
What do we know about Warsaw workshop	<p>"It was a pleasure to get to know Warsaw and its architecture in many ways. The week inspired me to travel sometimes to Poland and especially to Warsaw."</p>
Virtual visits to schools	<p>"As in Finland, visits to schools were very important because we had the opportunity to observe the practice, understand the reality and the guidelines of these schools. These experiences require reflection and analysis of our practice as professionals."</p> <p>"This week made me understand that in terms of early childhood, other European countries face the same difficulties and challenges as Portugal."</p>

Online gathering

"For me, communicating doesn't just mean being able to speak orally. The communication displayed with the look explains, in my view, the sensitivity of the human being. A patented communication with bodily gestures demonstrates the willingness to participate in doing and acting. Communication through a smile can indicate empathy for what is heard or what is observed. Communication through writing can encourage important revelations in human life. Communication through images can lead human beings to an easier expression of their feelings and emotions."

"This meeting increased our perception that the educator cannot be alone in carrying out his activity, because the questions and difficulties are often general to several countries and their sharing helps to find solutions."

"The good practices of others are always left to inspire something new in one's own thinking. As we again learned about the actions of others, the perspective broadened and appreciation arose for how equality is realized in our education system."

PARTICIPANTS' REFLECTIONS ON (VIRTUAL) LEARNING ACTIVITIES IN POLAND 2021

The words elected to describe the LTTA in Warsaw were **perseverance** and **communication**. Perseverance because the meeting was held virtually due to covid19 pandemic. The pandemic brought new challenges to all the ones involved. It caused new tensions in the organization of daily life, both personal and professional. It prevented partners to go to Warsaw and be together. Still, it was possible to **reach Warsaw virtually**. The Polish team persevered in organizing a rewarding week. Country teams persevered in their willingness to cooperate to make the week more dynamic and meaningful to everyone. Communication was referred to highlight the value of non-verbal communication that goes well beyond speaking orally. Communication displayed through eye contacts, underlying the sensitivity of the human being. Communication through bodily gestures demonstrating the willingness to participate in doing and acting. Communication through smiles indicating empathy for what was heard or observed. And communication through images leading to more easily expressions of feelings and emotions. **Collaboration** and **sharing** were frequently mentioned by participants, suggesting the great willingness to share, to deepen the relationships among all, to go further in the relations between what was experienced in Warsaw and own realities and experiences of each participants were considered very important and well acknowledged.

Visit Warsaw through the eyes of the cultural team was inspiring, as it revealed the historical sensitivity this city presents while also getting to know Polish team personal ex-

perience of the city: it was a demonstration of generosity and trust in a journey that participants ended up doing together. The history of the visited places told by the cultural team members served to the purpose of understanding the surroundings and have a more holistic experience, even though it was virtual.

As in Finland, **visits to schools** were considered important and rewarding. Partners had the opportunity to **observe the practice, understand the reality** and the schools' principles and guidelines. The virtual visits contributed to reflection and analysis of professionals' own practices. Moreover, the Bridging community shared their latest work during the pandemic. As they learned about the actions of others, the **perspectives broadened** and helped them to think about new solutions. As sharing good practices were inspirational, so were the sharing of difficulties, constraints, challenges and the ways found to address them. Interestingly, partners emphasized how all **countries faced the same difficulties and challenges**, but also much **common** the ideas and goals were across countries. Noticing commonalities **increased confidence as professionals** and awareness that educators cannot carry their work alone.

Bridging participants emphasized they have become friends who were increasingly comfortable in sharing their experiences and discoveries. Even if only virtually, with everyone missing the face-to-face contact, feelings of friendship and easiness among each other grew up.



portUGdl 2021

ACTIVITY	QUOTES
<p>The stories in History - the tiles in the city of Porto</p> <p>By Eugénio Barbosa</p>	<p>"It was an interesting beginning as it allowed a historical narrative of a traditional element of the city of Porto, such as tiles. In this way, partners who were unable to travel to the city had the opportunity to take a virtual tour of the city's history."</p> <p>"It was an interesting presentation of the History of Tile in Portugal, from medieval times and its use as a construction element, and later as a decorative element in Portuguese architecture. Very well contextualized and with good examples it was a pleasant presentation."</p>
<p>"Ludicity as a practice to unlock the neighbourhood"</p> <p>By Nuno Guedes</p>	<p>"Show various projects where the importance of spontaneous play for children and close contact with the community in which they are inserted was valued and sounded."</p>
<p>"Children and public spaces: uses and counter uses"</p> <p>By João Teixeira Lopes</p>	<p>"The presentation about the occupation of urban spaces by children raised very interesting exchanges of opinions that led to important reflections for educational practices. In the end, all participants had the opportunity to question and reflect together on ways to encourage the participation of children in city life as active and interested citizens."</p> <p>"Relevant to our educational practice, as well as realizing the need to listen to the needs and interests of children when developing intervention projects in the public space."</p>

"Designing for inclusion: engaging and empowering children through co-design methodologies" By Lígia Lopes and Rita Brandão	"Through the look of design, the importance of participation and visibility of children's skills, namely children with special educational needs, was appealed to."
"Invisible Porto" By Ivo Poças Martins	"Became a cultural exploration of the city that enthused residents as well as foreign partners. This presentation also supported very interesting sharing and exchange of ideas for everyone involved. On the other hand, it acted as an inspiration for the Workshop: "The ultimate challenge" carried out in conjunction with Casa da Imagem. This work proposal, which consisted of planning and building communicative cities, promoted more situations for the exchange of ideas and opinions."
Workshop: "The ultimate challenge" carried out in conjunction with Casa da Imagem.	"This work proposal, which consisted in the planning and construction of communicative cities, promoted more situations of exchange of ideas and opinions."
"Bridging Food, Culture And Play"	"Revealing themselves as unique moments of personal and professional enrichment."
Bridging and the construction of educational bridges	"An excellent memory is the meeting of participating students in the auditorium of the Manuel António Pina Basic School with teachers and professionals from the four countries for a presentation / summary of the Project by Sílvia Berény and an exchange of gifts between everyone. A very happy moment and applauded by the children. We had the opportunity to see the tile work, made by the students, reaching the different partner countries."
Book	"That will portray the entire project was extremely stimulating and that added great value to it, where the work of all and, simultaneously, the individuality of each one of the partners."

Online gathering	"The fact that the LTTA was held online allowed children to watch the closure of the project and opening of the surprise sent to all partners in which included was the tile they painted."
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PARTICIPANTS' REFLECTIONS ON LEARNING ACTIVITIES IN PORTUGAL 2021

Participants shared they have appreciated the great quality and **diversity** of topics, from **Sociology, Design, Architecture**, and including cultural stories inside History, such as the tiles in the city of Porto. Participants felt provoked and had new insights on spaces, nature, art, community, communication, and pedagogical dynamics. Through the shared moments, they felt they have enriched their **critical look at the world** and its **constant changes**, prevailing a great capacity for resilience. Their willingness to **create, discover, experiment, share and be open** to the community was

enhanced. As one participant noticed, the activities were a "way to value and enrich my professional activity, and, above all, to **find other paths and solutions** in conducting my pedagogical action".

The moments of fruitful dialogue, sharing and reflection were inspiring. Even though the current pandemic situation has imposed more individualization derived from physical distance, participants felt that, through the digital "bridges", it was possible to keep the mission of the project live, with increased motivation to go further in teamwork and capacity building.





