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Application

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| Programme | Erasmus+ |
| Action Type | KA220-SCH - Cooperation partnerships in school education |
| Call | 2021 |
| Round | Round 1 |

Context

| | |
|-----------------|----------------------|
| Field | School Education |
| Project Title | EUROPEAN MELTING POT |
| Project Acronym | EMPathy |

| Project Start Date (dd/mm/yyyy) | Project total Duration (Months) | Project End Date (dd/mm/yyyy) | National Agency of the Applicant Organisation | Language used to fill in the form |
|------------------------------------|---------------------------------------|----------------------------------|--|--------------------------------------|
| 01-11-2021 | 36 | 01-11-2024 | RO01 - Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale | English |

For further details about the available Erasmus+ National Agencies, please consult the following page:
<https://ec.europa.eu/programmes/erasmus-plus/contact>

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Project Summary

Please provide short answers to the following questions, summarising the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What are the needs you plan to address?

Type: Cooperation partnerships in school education Field: Erasmus+ Action Type: KA220-SCH: School Education Project
Title: EUROPEAN MELTING POT Project Acronym: EMPathy Coordinator school: LICEUL TEORETIC PAVEL DAN, CÂMPIA TURZII, ROMÂNIA (E10120118 -Romania) Partners: GUMNASIO AND HIGHSCHOOL OFSKRIPERO CORFU (E10008933 - Greece) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) IES VALLES DEL LUNA (E10165497 - Spain) Associate partner: Asociația Pro Arta Dezvoltare și Cunoaștere (Pro Art Development and Knowledge Association) Priorities: HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity/ Inclusion and diversity in all fields of education, training, youth and sport SCHOOL EDUCATION: Development of key competences Topics: Cultural heritage Digital content, technologies and practices Inclusion, promoting equality and non-discrimination Motivation: We are living difficult times these days when schools had to and still need to face new and challenging situations in order to continue their work and to provide their students with education and prepare them for the next steps in their lives. The Covid19 pandemic that started in 2020 was the cause of school closing in almost all European countries making already existing social inequities even worse. Children coming from families with low or very low incomes, children living in rural areas with poor infrastructure, children belonging to ethnic and linguistic minorities, children with disabilities or even migrants or refugees who were already facing significant barriers in their access to education were by far the most affected. Teachers and school headmasters found themselves in a very challenging situation. The pressure they bear gets even stronger as they are acknowledging that the way they are dealing with all this will have a long term influence on both social and economic sides of the students and their families' life as well as of the community they belong to. That is why, it is of utmost importance to implement a digital transformation programme in all partner schools as soon as possible which will help us support both students and teachers in learning to adequately use digital technology in educational and training activities with the purpose of teaching, learning, evaluating and actively participating in the educational activity. All partner schools have very varied students, coming from different environments such as mono parental families, minorities, social problem families, students living in the countryside, immigrants or refugees and also students with varied special needs that require special attention and methodology as their curriculum must be meaningfully adapted. SWOT analysis made by all partner schools highlights the following common needs: -the need to make the educational process more flexible by combining the traditional style with the opportunities offered by technology and e-learning platforms so as the entire process be focused on developing functional competences in our students- supported by this project; -the need to change the teaching-learning process using such techniques as to facilitate the inclusion of students with fewer opportunities and treat them equally; -the need to increase the number of teachers and students able to use the existent digital tools creatively and innovatively in order to make the didactic process more efficient and to ensure students' active involvement in it -the need to improve teachers' and students' social and communication in a foreign language competence through collaborative activities -the need to create a students' community based on democratic principles in which they are taught to think, to act rationally, accepting, treasuring and respecting their peers' values and principles. Projects activities are organised to meet all these, especially by its unique blending of traditional (cultural heritage) and modern approaches.

Objectives: What do you want to achieve by implementing the project?

PROJECT OBJECTIVES: 1. Reduce discrepancies related to access to education of the students coming from disadvantaged backgrounds. Output indicator- the number of students which have low ICT and technologies competences Target – number of students decreasing by 20%, measured by the average annual grade 2. Develop digital competences of the students and teachers in all partner schools by exploiting the opportunities provided by digital technologies. Output indicator – the number of teachers and students using ICT in the teaching/ learning process Target-increasing the number of teachers and of students using ICT by 15% measured by questionnaires applied at the beginning and ending of the project, online quizzes 3. Develop the students' civic attitude, tolerance, mutual respect, acceptance and resilience Output indicator - number of students involved in civic, cultural activities promoting European common values and the fundamental rights Target – 10% growth of the students involved in civic, cultural activities promoting European common values, measured by attendance forms, activity reports, statistics. 4. Improve student's

school results based on the development of the eight key competences Output indicator – the annual average grade of the students involved in the project Target- minimum growth of 5%

Implementation: What activities are you going to implement?

We are going to organise 4 Transnational Project Meetings whose aim is to prepare, make plans and organise the further steps and stages of the project. These meetings will bring together the project coordinators in each partner school and two other members of the project team- responsible for different aspects of project implementation and progress, according to the specific purpose of that meeting. 1.Preparing Project Meeting 2 Mid term Project Meeting 3 Mid term monitor and evaluation Project Meeting 4 End of project Project Meeting- final evaluation of the project Students and teachers will take part in 4 Learning Teaching Training activities organised in each of the partner countries in turn. Each activity has a definite, specific topic and includes different activities such as workshops and trainings closely related to the project objectives and priorities, to its topics and to its final goal. C1 A revival of our ancestors' world through modern technology- Greece- the construction and implementation of the project site and Uploading the materials on the site 2.Using apps to work on images and videos- video and photo editors: Photoshop, Paint, VMV, Pow ton, apps for making a quiz or a poll- google forms, survey monkey, survey planet C2 A Digital Testimony of who we are and where we come from -Spain- making a virtual museum - uploading digital materials, making Presentations using PPT, Prezi, making a digital map of historical events using Mapme C3 A Snapshot of the Joy of life through dance, music, food and art.- Romania- media content, eBook of traditional food recipes, video tutorials of crafts and recipes, creating the project course and materials on the e learning platform ReteauaEDU.ro, posters and flyers using Jamboard, Padlet, Microsoft Publisher C4 Staying together beyond time and space boundaries through digital technology-Italy- making media content, upload on the e-learning platform ReteauaEDU.ro, making digital books of historical stories made with StoryJumper, Animaker - 13 Other activities meant to prepare the Transnational Project Meetings, the LTTs and to organise workshops, trainings, preparation activities, promoting, dissemination, multiplication, evaluation, sustainability activities. Such activities are also meant to prepare the final products of the project.

Results: What project results and other outcomes do you expect your project to have?

RESULTS The envisaged results and outcomes are: 1. results with impact on students/ teachers' personal developments and soft skills: -better collaboration, interaction among students coming from different backgrounds; -More confident, motivated, determined and self-aware students due to being involved in common activities and valued for their particular skills (digital, knowledge of culture, traditions, history, folk, music and dances); -Tolerance and mutual respect and empathy among individuals by working in mixed multinational groups together with students with fewer opportunities; -Social inclusion of students with fewer opportunities; -Identity and diversity awareness; -Students' increased adaptability to different environments and settings by travelling to other countries and meeting new people and cultures; -An increased degree of students' cooperation, interrelationship and involvement in activities, especially for students belonging to disadvantaged social environments or groups and of the students with special needs; -the feeling of belonging to a national and even European identity; 2. results with impact on students/ teachers' learning outcomes: -A natural development of the key competences through interesting activities organised during the LTTs or on line project meetings, workshops, webinars or other non-formal activities of the project; -A revival of own history, culture, customs and traditions due to the topics of the project; -A visible increase in students' school results by developing their digital, language, social competences; -A reduction of school drop by involving students with fewer opportunities and helping them boost confidence and self esteem and feel accepted and respected; -An increased interest in national and European heritage; -Increase in students' motivation for learning contributing this way to a reduction of school drop and absenteeism and to an improvement in school results; -A useful blending of new technologies and old backgrounds; 3. Project products: -collections of useful digital material to be used as Open Educational Resources by the entire staff in partner schools and by anyone interested as they will be publicly shared -the project domain and courses on the e-learning platform- ReteauaEdu.ro powered by Moodle which contains all project results; -the project site; -a virtual museum; -virtual exhibitions -traditional recipes e-book; -tutorials and representative videos made by the students during the project (VMV, PowT); -digital photo albums of folk traditional costumes; -digital book of sayings, proverbs and popular wisdom -short digital historical story animated books using different applications (Story Jumper, Animaker); -digital posters, flyers, promoting project activities made with (Canva, Padlet, Jamboard); -digital map of historical events made with Mapme/ Canva -a practical guide of teaching -learning -evaluating non-formal activities containing a total of 20 lesson plans (5 per each partner school)

Applicant organisation/Partner organisation

| OID | Legal name | Country | Region | City | Website |
|-----------|--|---------|-------------------------------|------------------|---|
| E10120118 | LICEUL TEORETIC "PAVEL DAN" | Romania | Nord-Vest | CAMPIA TURZII | www.liceulpaveldan.ro |
| E10008933 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU | Greece | Ιόνια Νησιά (Ionia Nisia) | kerkyra | |
| E10165497 | IES VALLES DEL LUNA | Spain | Castilla y León | León | http://iesvallesdelluna.centros.educa.jcyl.es/sitio/ |
| E10090294 | Istituto Comprensivo Statale "Torelli - Fioritti" | Italy | Puglia | Apricena | http://www.istitutocomprensivotorelli-fioritti.gov.it/ |

Is the organisation a public body?

Is the organisation a non-profit?

Type of Organisation

Main sector of activity

School/Institute/Educational centre – General education (secondary level)

Associated persons should not be shown in PDF because of GDPR compliance.

Budget Summary

Project Budget Summary

| | |
|--|---------|
| Project Management and Implementation | 45 000 |
| Transnational Project Meetings | 22 920 |
| Learning, Teaching Training Activities | 66 318 |
| Total grant | 134 238 |

Transnational Project Meetings

| Meeting ID | Meeting Title | N° of Participants | Grant |
|------------|---|--------------------|--------|
| 1 | Preparing Project Meeting | 9 | 5 730 |
| 2 | Mid term Project Meeting | 9 | 5 175 |
| 3 | Mid term monitor and evaluation Project Meeting | 9 | 6 285 |
| 4 | End of project Project Meeting- final evaluation of the project | 9 | 5 730 |
| Total | | 36 | 22 920 |

Learning, Teaching, Training Activities

| LTT ID | Title of activities | Travel Support | Green travel | Grant for Exceptional Costs for Expensive Travel | Individual Support Grant | Inclusion Support | Linguistic Support Grant | Grant |
|--------|---|----------------|--------------|--|--------------------------|-------------------|--------------------------|--------|
| C1 | A revival of our ancestors' world through modern technology | 5 705 | 0 | 0 | 10 542 | 0 | 0 | 16 247 |
| C2 | A Digital Testimony of who we are and where we come from | 6 965 | 0 | 0 | 10 542 | 0 | 0 | 17 507 |
| C3 | A Snapshot of the Joy of life through dance, music, food and art. | 6 370 | 0 | 0 | 10 542 | 0 | 0 | 16 912 |
| C4 | Staying together beyound time and space boundaries through digital technology | 5 110 | 0 | 0 | 10 542 | 0 | 0 | 15 652 |
| Total | | 24 150 | 0 | 0 | 42 168 | 0 | 0 | 66 318 |

Budget per Participating Organisation

IES VALLES DEL LUNA (E10165497 - Spain)

| | |
|--|--------|
| Project Management and Implementation | 9 000 |
| Transnational Project Meetings | 6 285 |
| Learning, Teaching Training Activities | 17 507 |
| Total grant | 32 792 |

LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania)

| | |
|--|--------|
| Project Management and Implementation | 18 000 |
| Transnational Project Meetings | 5 730 |
| Learning, Teaching Training Activities | 16 912 |
| Total grant | 40 642 |

Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy)

| | |
|--|--------|
| Project Management and Implementation | 9 000 |
| Transnational Project Meetings | 5 175 |
| Learning, Teaching Training Activities | 15 652 |
| Total grant | 29 827 |

GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece)

| | |
|--|--------|
| Project Management and Implementation | 9 000 |
| Transnational Project Meetings | 5 730 |
| Learning, Teaching Training Activities | 16 247 |
| Total grant | 30 977 |

Timetable

Note that transnational project meetings, production of project results, multiplier events and learning, teaching and raining activities will be listed in this table automatically once you have created them in the dedicated section of the form. You can create other relevant activities that do not receive specific support but are funded by the Project Management and Implementation grant and add them to the table.

| ID | Activity Type | Starting period | End of Period | Activity Title |
|----|-------------------------------|-----------------|---------------|---|
| 1 | Other Relevant Activities | 2021-11 | 2021-11 | ORGANISATIONAL MEETING |
| 2 | Transnational Project Meeting | 2021-11 | 2021-11 | Preparing Project Meeting |
| 3 | Other Relevant Activities | 2021-12 | 2022-01 | CHOOSING THE PROJECT LOGO AND MASCOT |
| 4 | Other Relevant Activities | 2022-02 | 2022-02 | PRE-MEETING ACTIVITIES |
| 5 | Learning Teaching Activities | 2022-03 | 2022-03 | A revival of our ancestors' world through modern technology |
| 6 | Other Relevant Activities | 2022-05 | 2022-07 | CREATING FIRST FINAL PRODUCTS |
| 7 | Transnational Project Meeting | 2022-06 | 2022-06 | Mid term Project Meeting |
| 8 | Other Relevant Activities | 2022-09 | 2022-10 | MIDTERM ASSESSMENT OF PROJECT |
| 9 | Learning Teaching Activities | 2022-10 | 2022-10 | A Digital Testimony of who we are and where we come from |
| 10 | Other Relevant Activities | 2022-11 | 2022-12 | DISSEMINATION AND MULTIPLICATION ACTIVITIES |
| 11 | Other Relevant Activities | 2022-12 | 2022-12 | CHRISTMAS ACROSS BOUNDARIES |
| 12 | Transnational Project Meeting | 2023-03 | 2023-03 | Mid term monitor and evaluation Project Meeting |
| 13 | Other Relevant Activities | 2023-05 | 2023-05 | SECOND PROJECT DISSEMINATION AND PROMOTION |
| 14 | Other Relevant Activities | 2023-09 | 2023-09 | PRE-MEETING ACTIVITIES |
| 15 | Learning Teaching Activities | 2023-10 | 2023-10 | A Snapshot of the Joy of life through dance, music, food and art. |
| 16 | Other Relevant Activities | 2023-12 | 2023-12 | ART AND CRAFT ACROSS BOUNDARIES |
| 17 | Other Relevant Activities | 2024-01 | 2024-02 | LEARNIGN TO LEARN |
| 18 | Learning Teaching Activities | 2024-03 | 2024-03 | Staying together beyound time and space boundaries through digital technology |
| 19 | Other Relevant Activities | 2024-04 | 2024-04 | CULTURAL HERITAGE GOES ON AND ON |
| 20 | Transnational Project Meeting | 2024-05 | 2024-05 | End of project Project Meeting- final evaluation of the project |
| 21 | Other Relevant Activities | 2024-09 | 2024-10 | PREPARING THE FINAL REPORT OF THE PROJECT |

Other Relevant Activities in the Timetable

Do you want to add other relevant activities not yet included in the timetable and that do not receive a specific grant but can be funded from the Project Management and Implementation grant?

Yes

| Other Activity ID | Activity Title | Country of Venue | Other Activity Leading Organisation | Other Activity Start Period (yyyy-mm) |
|-------------------|------------------------|------------------|-------------------------------------|---------------------------------------|
| 1 | ORGANISATIONAL MEETING | Romania | LICEUL TEORETIC "PAVEL DAN" | 2021-11 |

| | | | | |
|----|---|---------|---|---------|
| | | | (E10120118 - Romania) | |
| 2 | CHOOSING THE PROJECT LOGO AND MASCOT | Italy | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | 2021-12 |
| 3 | PRE-MEETING ACTIVITIES | Greece | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | 2022-02 |
| 4 | CREATING FIRST FINAL PRODUCTS | Romania | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | 2022-05 |
| 5 | MIDTERM ASSESSMENT OF PROJECT | Italy | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | 2022-09 |
| 6 | DISSEMINATION AND MULTIPLICATION ACTIVITIES | Romania | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | 2022-11 |
| 7 | CHRISTMAS ACROSS BOUNDARIES | Greece | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | 2022-12 |
| 8 | SECOND PROJECT DISSEMINATION AND PROMOTION | Spain | IES VALLES DEL LUNA (E10165497 - Spain) | 2023-05 |
| 9 | PRE-MEETING ACTIVITIES | Romania | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | 2023-09 |
| 10 | ART AND CRAFT ACROSS BOUNDARIES | Spain | IES VALLES DEL LUNA (E10165497 - Spain) | 2023-12 |
| 11 | LEARNIGN TO LEARN | Italy | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | 2024-01 |
| 12 | CULTURAL HERITAGE GOES ON AND ON | Greece | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | 2024-04 |
| 13 | PREPARING THE FINAL REPORT OF THE PROJECT | Romania | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | 2024-09 |

Other Activity Details (1)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Participating Organisations |
|-------------------|------------------------|------------------|---|---------------------------------------|-------------------------------------|---|--|
| 1 | ORGANISATIONAL MEETING | Romania | The coordinating school will organise a first virtual meeting with all the other partner schools to negotiate and clarify the following organisational matters: -the members of the teams and their duties in the project (who will coordinate the evaluation activities, what evaluating instruments will be used, who will coordinate the | 2021-11 | 2021-11 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | IES VALLES DEL LUNA (E10165497 - Spain) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) GUMNASIO |

activity of monitoring the progress and quality of activities and products, what quality and progress indicators will there be used, who will coordinate the dissemination activity and what means of dissemination do the partner schools use most frequently, which instruments of evaluation and dissemination will be used -human resources involved in the project (teachers, students, other members of staff, associate members) -the percentage of students in the target group who come from disadvantaged backgrounds or have different challenges (socially or otherwise). -the selection criteria of the direct and indirect beneficiaries and the selection procedure of the participants. Each partner school will establish a project team dealing with the organisation and implementation of the project Each partner's project team will decide upon a selection procedure for students and teachers to be involved in the project. Each partner school is going to organise a meeting during which the teachers who are the members of the implementing team will decide upon the criteria of selection for the other teachers and students involved in the project and in each particular activity. Every action will be visible for everyone interested: open invitation, clear and visible criteria, visible results and justified arguments. Duties and responsibilities are to be set and communicated to the ones involved. Deadlines for each type of activity are to be set and notified. An outline of the oncoming activities will be made and responsibilities will

AND
HIGHSCHOOL
OF SKRIPERO
CORFU
(E10008933 -
Greece)

be established. The details of this activity shall be set in an online meeting organised by Romania with all the partner schools. Target group: the members of the project team in each country

Other Activity Details (2)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|--------------------------------------|------------------|---|---------------------------------------|-------------------------------------|---|--|
| 2 | CHOOSING THE PROJECT LOGO AND MASCOT | Italy | Partners will discuss on and organise a contest in each school in order to create a personal logo and mascot of the project. Each school will ask teachers and students to think of and try to create a representative logo and mascot for the project, closely related to its name, topics and idea. Each partner will organise the contest locally, vote for the best choice and then they will be displayed on the site of the project or on the project page on ReteauaEDU.ro and voted for. A vote/ poll can also be organised on the Facebook page of the project in order to finally choose the best logo and mascot for the project. Target group: all students involved in the project in all partner schools. | 2021-12 | 2022-01 | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) IES VALLES DEL LUNA (E10165497 - Spain) |

Other Activity Details (3)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|------------------------|------------------|--|---------------------------------------|-------------------------------------|--|--|
| 3 | PRE-MEETING ACTIVITIES | Greece | This activity will be in the form of an online meeting organised by the host country of the following LTTS in order to discuss over the next mobility, make preparations, come up with and make suggestions, | 2022-02 | 2022-02 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) IES VALLES |

agree on the schedule and timings, talk about accommodation and related topics. Teachers and students involved in the project will work on and gather the necessary materials and documentations for the next mobility. - workshops - research work - videos - photos - Presentations: PPT and Prezi - interviews Partners will also discuss about and analyse the procedure they have proposed for Risk Management and the ways and solutions they have thought about in order to reduce and/or eliminate any possible risks- students' or team members' replacement, any last minute changes or problems related to travels or due activities, delegating responsibilities if necessary, etc. Target groups: students in the main target group and in the secondary group of the project/ teachers of the project team and other teachers in school Objectives- to prepare materials for the next meeting in Greece that will be uploaded on the project site

Greece)

DEL LUNA
(E10165497 - Spain)
Istituto
Comprensivo
Statale "Torelli
- Fioritti"
(E10090294 - Italy)

Other Activity Details (4)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|-------------------------------|------------------|--|---------------------------------------|-------------------------------------|---|--|
| 4 | CREATING FIRST FINAL PRODUCTS | Romania | Partner schools are going to cooperate, share tasks and work on creating the first final products of the project or parts of them according to how much has already been achieved: photo albums, video collections, recipebook, story/ legends/ proverbs/ sayings books, the project website, school exhibitions and project corners, virtual museum. We will also start preparing and gathering information on the intermediary report of the project. These activities will cover the summer months. We will keep in touch via e-mail, video conferences | 2022-05 | 2022-07 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | GUMNASIO AND HIGH SCHOOL OF SKRIPERO CORFU (E10008933 - Greece) IES VALLES DEL LUNA (E10165497 - Spain) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - |

or webinars. We will also discuss and prepare the following year activities and LTTs of the project. Target group: students and teachers - including students coming from disadvantaged backgrounds Objectives: promoting cooperation and social inclusion - preparing the first final products of the project - gathering information for the next activity - making further plans and arrangements

Italy)

Other Activity Details (5)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|-------------------------------|------------------|---|---------------------------------------|-------------------------------------|---|--|
| 5 | MIDTERM ASSESSMENT OF PROJECT | Italy | Together, the partners will agree on and create evaluation questionnaires for students, teachers, parents, local community in order to assess the impact of the project and its activities so far. There will be set a specific period to apply these questionnaires and to interpret the results. Results will be analysed and interpreted. Each partner school will make a Book of Impressions which will contain the information gathered by applying the questionnaires. Then we will put information together and make a common Diary of the whole project. Great importance will be given to the given suggestions. Target group- project teams members, project members responsible with evaluation, teachers responsible with the following activities, students involved in the next activities Objective -evaluation of first year of project -interpreting and analysing questionnaires and feedback -planning next Transnational PM | 2022-09 | 2022-10 | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) IES VALLES DEL LUNA (E10165497 - Spain) |

Other Activity Details (6)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|---|------------------|--|---------------------------------------|-------------------------------------|---|--|
| 6 | DISSEMINATION AND MULTIPLICATION ACTIVITIES | Romania | <p>Partner schools will dedicate this period to organising dissemination and multiplication activities such as local, regional or national symposiums or conferences in which there will be interested people- students, teachers, parents, representatives of different organisations or the local community- attending and the members of the project teams will make PPT, Prezi or video presentations to inform everyone about the topics, objectives, organisation and implementation of the project. There will be an open discussion too, during which people will ask questions and receive answers. The coordinating school will organise an on-line webinar/ conference with all partners participating and everyone interested. The on line conference will be organised on ReteauaEdu.ro educational platform and will be an open discussion. Target groups: teachers and students involved in the project, other teachers and students interested in the topics and activities of the project, parent, local community, mass- media. Objective: Promote and make the first activities and products of the project known to those interested Disseminate the results of the first 2 LTTs</p> | 2022-11 | 2022-12 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) IES VALLES DEL LUNA (E10165497 - Spain) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) |

Other Activity Details (7)

| Other Activity | Other Activity Title | Country of | Other Activity Description (including: targets groups and | Other Activity | Other Activity | Other Activity Leading | Other Activity Other |
|----------------|----------------------|------------|---|----------------|----------------|------------------------|----------------------|
|----------------|----------------------|------------|---|----------------|----------------|------------------------|----------------------|

| ID | Venue | objectives) | Start Period (yyyy-mm) | End Period (yyyy-mm) | Organisation | Participating Organisations |
|---|-----------------------------|-------------|------------------------|----------------------|--|---|
| 7 | CHRISTMAS ACROSS BOUNDARIES | Greece | 2022-12 | 2022-12 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) IES VALLES DEL LUNA (E10165497 - Spain) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) |
| <p>For this activity, each partner will organise different activities on the topic, such as: - craft workshops to create Christmas related traditional decorations and crafts - collections of Christmas related local traditions and customs - Christmas shows: songs and carols - Christmas related presentations and theatre plays - Traditional clothes - Workshops on traditional food and cookery - Traditional stories and legends about Christmas Photos and videos during the activity will be displayed on the website/ e-learning platform of the project, on e Twinning page of the project and on Facebook and appreciated by the partners. Target groups Students and teachers directly and indirectly involved in the project Objective: -revival of Christmas traditions and customs and sharing them with the partners -using multimedia to promote them</p> | | | | | | |

Other Activity Details (8)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|--|------------------|--|---------------------------------------|-------------------------------------|---|--|
| 8 | SECOND PROJECT DISSEMINATION AND PROMOTION | Spain | All partner schools will be greatly involved in organising different and diversified types of dissemination in to promote, present and inform everyone interested about the activities, results and final products of the project. Besides all current dissemination activities done after each important activity of the project, we will also dedicate | 2023-05 | 2023-05 | IES VALLES DEL LUNA (E10165497 - Spain) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - |

this whole month to some more developed ones connected to the project activities and results at the end of the first year. There will be developed presentations, debates, round table discussions, exhibitions containing the one year so far activity: -at teachers' different types of meetings -on the project website -on e-twinning page of the project -on Facebook -in mass media: newspapers, magazines, radio, TV -through posters, roll-ups - the Erasmus project corner/ exhibition in each partner school -by open door activities with video presentations -by sharing brochures, flyers -at educational symposiums and conferences
Target group: Teachers and students in partner schools' city/ region/ county. Objective: Promoting and making project activities and results known and available to other schools in the area

Greece)
Istituto
Comprensivo
Statale "Torelli -
Fioritti"
(E10090294 -
Italy)

Other Activity Details (9)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|------------------------|------------------|--|---------------------------------------|-------------------------------------|---|---|
| 9 | PRE-MEETING ACTIVITIES | Romania | In this period we will organise webinars to discuss over the next mobility, make preparations, come up with ideas and suggestions, agree on the schedule and timings, talk about accommodation and related topics Teachers and students involved in the project will work on and gather the necessary materials and documentations for the next mobility. - workshops - research work - videos - photos - Presentations: PPT and Prezi - interviews Partners will also discuss about and analyse the procedure they have proposed for Risk | 2023-09 | 2023-09 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) IES VALLES DEL LUNA (E10165497 - Spain) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - |

Management and the ways and solutions they have thought about in order to reduce and/or eliminate any possible risks- students' or team members' replacement, any last minute changes or problems related to travels or due activities, delegating responsibilities if necessary, etc. Target group: Teachers and students involved in the next LTT or in the preparation of materials for the next LTT Objective: -prepare materials and details for the next LTT -Discuss arrangements and possible risks

Italy)

Other Activity Details (10)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|---------------------------------|------------------|---|---------------------------------------|-------------------------------------|---|--|
| 10 | ART AND CRAFT ACROSS BOUNDARIES | Spain | Each partner school will organise different types of workshops involving students from different social, economical, religious environments, students with special needs where they will invite local traditional artisans or craftsmen and try to revive local traditions of the kind such as: - Christmas traditional decorations, -popular masks or costumes, -sewing or knitting craft -a Christmas market where students will be encouraged to create a poster, promote and sell their works -a Christmas traditional theatre play or show - carols Target group: Students with fewer opportunities Objective: -promote inclusion and European common values - Revive traditional crafts | 2023-12 | 2023-12 | IES VALLES DEL LUNA (E10165497 - Spain) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) |

Other Activity Details (11)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period | Other Activity End Period | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|----------------------|------------------|---|-----------------------------|---------------------------|-------------------------------------|--|
|-------------------|----------------------|------------------|---|-----------------------------|---------------------------|-------------------------------------|--|

| | | | | (yyyy-mm) | (yyyy-mm) | | |
|----|-------------------|-------|--|-----------|-----------|---|--|
| 11 | LEARNIGN TO LEARN | Italy | Each partner school will organise different activities during which students involved in the project and belonging to mixed groups (involving students from disadvantaged environments or with special needs) are going to do all sorts of research and documentation work. They will be asked and encouraged to search information related to their historical background, local historical personalities, fights and historical events, particularities of the time. All the information is going to be used as a database for the next LTT in March based on sharing historical facts and figures and rediscovering our past. Students will also pay research visits to museums and archaeological sites and gather necessary information for the next final products. Target group Teachers and students participating in the next LTT in Italy Students involved in preparing the materials for the LTT Students with fewer opportunities Objectives -Prepare materials for the next LTT -Promote inclusion, tolerance and acceptance - Use of digital tools- search engines, poster makers | 2024-01 | 2024-02 | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) IES VALLES DEL LUNA (E10165497 - Spain) |

Other Activity Details (12)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|----------------------------------|------------------|---|---------------------------------------|-------------------------------------|--|--|
| 12 | CULTURAL HERITAGE GOES ON AND ON | Greece | The activities organised in this period of time, the ending part of our project are meant to create a valuable collection of materials, ideas, examples of good practice, activities based on the topics of the project which will continue to be used by partner schools and not only after the project is over. Each partner school will dedicate this time to accomplishing their tasks in | 2024-04 | 2024-04 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) IES VALLES DEL LUNA (E10165497 - Spain) Istituto Comprensivo |

the making of the project final products, which will become part of the Erasmus project local and virtual library to be used as support material for teachers in schools and for all site viewers: recipe books, traditions, customs, legends, saying, proverbs collections, photo/ video albums, virtual museum and library, tutorials, exhibitions. Target group Members of the project teams Students involved in the project Objective: Finalise the final products of the project

Statale "Torelli - Fioritti" (E10090294 - Italy)

Other Activity Details (13)

| Other Activity ID | Other Activity Title | Country of Venue | Other Activity Description (including: targets groups and objectives) | Other Activity Start Period (yyyy-mm) | Other Activity End Period (yyyy-mm) | Other Activity Leading Organisation | Other Activity Other Participating Organisations |
|-------------------|---|------------------|--|---------------------------------------|-------------------------------------|---|---|
| 13 | PREPARING THE FINAL REPORT OF THE PROJECT | Romania | <p>This period of time is dedicated to gathering materials for the final report of the project. Partner schools will keep in touch, exchange ideas and necessary materials for the final report.</p> <p>Last analyses and interpretations of questionnaires will be made, conclusions will be drawn. Target group: Members of the project teams Objective: Drawing the final report of the project</p> | 2024-09 | 2024-10 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | <p>GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece)</p> <p>IES VALLES DEL LUNA (E10165497 - Spain)</p> <p>Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy)</p> |

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania)

| Applicant organisation OID | Legal name | Country |
|----------------------------|-----------------------------|---------|
| E10120118 | LICEUL TEORETIC "PAVEL DAN" | Romania |

Applicant details

| | |
|------------|-----------------------------|
| Legal name | LICEUL TEORETIC "PAVEL DAN" |
| Country | Romania |
| Region | Nord-Vest |
| City | CAMPIA TURZII |
| Website | www.liceulpaveldan.ro |

Profile

| | |
|----------------------|---|
| Type of Organisation | School/Institute/Educational centre – General education (secondary level) |
|----------------------|---|

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

Pavel Dan is a well known and respected school in our region, performing in the field of education for 67 years. It has a staff of 65 teachers and 980 students aged between 6 and 19 years old who are both local residents or coming from neighbouring rural areas. Approximately 300 students belong to a socially disadvantaged environment. We have 3 levels of study (primary school- 320; lower secondary- 226, upper secondary- 434). High-school students are provided with 3 specializations: Maths- ICT, Natural Science and Philology. Our school has three different locations situated in three different areas of the city: the main location- 24 classes (3-primary level, 5 lower-secondary and 16 upper secondary-highschool); Gh. Lazar location- 9 classes (5 primary, 4-lower secondary) situated in an area of the city where a lot of families with fewer opportunities live, lots of students learning in this location belonging to financially disadvantaged families, roma families and not only); T. Vladimirescu location (4 primary level classes). Our English, PE and RE teachers have classes in all three locations. We provide educational high quality services but we also organize a lot of extracurricular, non formal activities, some of them outdoor, especially during the Different School Week Programme when one of the students' favourite topics is the Day of Traditions as we also have students who come from rural areas where old traditions and customs are still alive due to the old people in the countryside who are trying to pass them over to the young generations together with popular wisdom and values. The managerial team, as well as the teachers' staff, understand the need of a coherent reformation of the teaching-learning process especially in this context of the COVID-19 pandemic and show true willingness and open mindedness towards a modern, intercultural education, making efforts in order to make their teaching-learning-evaluation activities digital and to find a proper and efficient combination of traditional and digital activities. Though our students' results at exams and contests are good, we have noticed a growing number of students with special needs, with social problems and at the risk of school drop and of the number of unmotivated absences. (2017/5405 abs; 2018/5563; 2019/6316). The project team is made up of 8 teachers with experience and expertise in school and project management and solid competences related to the topic: Popa Daniela

Cristina- French teacher and school headmaster, Nicoara Dorina Florica- Maths teacher and deputy headmaster, , Petruta Adriana- English teacher, Giurgiu Daniela Ioana- English teacher and project coordinator, Chicinas Mihaela- History teacher, Ceclan Aurora-primary school teacher (the last 3 participated in the ERASMUS - European School Development. Planning and managing Erasmus+ projects), Feurdean Diana- Romanian teacher and Moldovan Carmen- Romanian and Latin teacher.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Our school was involved in 2 Comenius partnerships (based on Environmental and Quality Education topics) and two Erasmus partnerships (Outdoor Learning and Learning Mobilises for individuals). We also recently had 8 e-twinning partnerships on Healthy Habits, Environment, Modern teaching/ learning approaches. As about our experience in traditional folk and culture, an important number of students in our school are part of different artistic groups of the city (folk dances and folk singers), others come from rural areas where traditions and customs are still preserved and passed over to the next generations. Moreover, it has become a tradition in our school to organise 1-2 folk shows every year, sometimes inviting prestigious folk groups, whose purpose is to preserve national traditions and culture and to bring it closer to our students and their families. There are also teachers with expertise in this field. Besides, our school has a high school class specialised in Maths and ICT with gifted students who will help us with digitally related activities whenever necessary just like the members of our school Robotics club who won the second place in the national competition in 2019. Key persons' expertise: Popa Daniela Cristina:- 1st degree French teacher, headmaster, member of the National Corps of Experts in Education, Teacher counsellor and advisor, teacher trainer, teacher mentor, ECDL possessor, Activities Coordinator of Romanian- French cultural exchange Young people for a European Citizenship, Member of coordinating team of Erasmus+ project Erasmus+ Learning through Outdoor Experience, Coordinator of regional school project Education- a passport to success, expertise in inclusive education. Nicoara Dorina- deputy headmaster, 1st degree Maths teacher, member of the National Corps of Experts in Education, Teacher counsellor and advisor, teacher trainer, teacher mentor, ARACIP expert in evaluation and accreditation , Member of the coordinating team of Comenius Partner Schools for a European Quality Education project, Project team coordinator of Erasmus plus KA2 Learning through Outdoor Experience, expertise in inclusive education and in the European projects management. Giurgiu Daniela- 1st degree English teacher, member of the National Corps of Experts in Education, Teacher counsellor and advisor, active teacher trainer, teacher mentor, e-learning developer, ECDL possessor, Activities Coordinator of Romanian- French cultural exchange Young people for a European Citizenship, Member of the implementation team of Erasmus+ Learning through Outdoor Experience, European Environmental Problems-Pollution projects, Coordinator of regional school project Education- a passport to success, expertise in inclusive education and in European projects management. Petruta Adriana- 1st degree English teacher, member of the National Corps of Experts in Education, teacher mentor, ECDL possessor, Member of the coordinating team of Erasmus+ KA2 2016 Learning through Outdoor Experience project, Team member of Comenius European Environmental Problems Pollution project and coordinator of county project Creativity at Work, expertise in inclusive education. Moldovan Melania Carmen- 1st degree Romanian teacher, teacher trainer, teacher mentor, Member of the implementation team of Erasmus+ KA2 2016 Learning through Outdoor Experience project, expertise in creating an inclusive environment in education and in folk literature. Feurdean Diana-PhD to be Romanian teacher, teacher trainer, Member of the implementation team of Erasmus+ KA2 2016 Learning through Outdoor Experience project, expertise in creating an inclusive environment in education and in folk literature and culture. Chicinas Mihaela- 1st degree History and Civic Education Teacher, expertise in inclusive education, culture, European values and citizenship Ceclan Aurora-1st degree Primary Sc teacher, expertise in inclusive education, folk, culture, traditions, customs, national identity.'

| Action Type | As Applicant | | As Partner or Consortium Member | |
|--|--------------------------------|----------------------------|---------------------------------|----------------------------|
| | Number of project applications | Number of granted projects | Number of project applications | Number of granted projects |
| School education staff mobility (KA101) | 2 | 1 | 0 | 0 |
| Strategic Partnerships for school education (KA201) | 0 | 0 | 3 | 0 |
| Strategic Partnerships for vocational education and training (KA202) | 0 | 0 | 1 | 0 |
| Strategic Partnerships for Schools Only (KA219) | 0 | 0 | 3 | 1 |
| School Exchange Partnerships (KA229) | 1 | 0 | 2 | 0 |

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Partner Organisations

| Partner organisation OID | Legal name | Country |
|--------------------------|---|---------|
| E10008933 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU | Greece |
| E10165497 | IES VALLES DEL LUNA | Spain |
| E10090294 | Istituto Comprensivo Statale "Torelli - Fioritti" | Italy |

GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece)

Partner organisation details

| | |
|------------|---|
| Legal name | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU |
| Country | Greece |
| Region | Ιόνια Νησιά (Ionia Nisia) |
| City | kerkyra |
| Website | |

Profile

| | |
|----------------------|---|
| Type of Organisation | School/Institute/Educational centre – General education (secondary level) |
|----------------------|---|

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Our organization is a public highschool . We have students from 12 to 18. The first 3 years students are in the highschool and then for 3 more years in lyceum. So our school is divided in two parts. In our school there are about 150 students and 35 professors. We normally use the formal educational system especially to older students in order to prepare them for national exams. For the younger (12- 15) we use sometimes non formal methods. We are doing e-twinning, environmental and Erasmus projects. In our school we love music and theatre so at the end of the year there is always such an event.We have students from different ethnic groups and different nationalities. Motivation: Our school has tradition in taking part in traditional folklore festivals from theatrical plays to dances. And it is very important for us (teachers) to keep the bones between the new and the old very tight. We believe that if we want progress and development we will only catch this goal through the traditions. Traditions represent a critical piece of our culture. They help form the structure and foundation of our society. Tradition and culture reinforces values such as freedom, faith, integrity, a good education, personal responsibility, a strong work ethic, and the value of being selfless and lead to students inclusion and mutual acceptance.We have been involved in four Erasmus+ projects as partner and as coordinator.We have planned activities, mobilities (of students and staff to other countries and as a host country too).The Headteacher and pedagogical team support all projects and help in all circumstances as well as evaluating the progress of the project; The Parents Association are up-to-date with the progress of the projects and participate in it (for example helping with accommodation in host families; Participating in some activities, helping in dissemination) In what concerns the skills/ experience of the key persons involved in this project we can refer that the teachers involved are experts in knowledge areas related to this project (Foreign languages, Portuguese, ICT, Literature, Dance, Music, Arts); -Mrs Ilioudi Christina is an ICT teacher. She has the experience of four Erasmus programmes and she is the vice president of our school. She is working also on robotics and STEM. -Mr Konstantinos Kostalis is a math teacher. He has the experience of four Erasmus programmes too.We have a background of involvement in ecological activities and the students are used to work on this subject. We have been working with different technologies in education, specially applications (Kahoot, Padlet, etc) but the students and teachers still have a lot to learn, that's why we want to enter this project, to experience with the partners and exchange good practices.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

1) We have been involved in four Erasmus+ projects as partner and as coordinator. 2) We have planned activities, mobilities (of students and staff to other countries and as a host country too). 3) We have students from different ethnic groups and different nationalities. 4) The Headmaster and the pedagogical team are supporting all projects and help in all circumstances as well as evaluating the progress of the project. 5) The Parents Association are up-to-date with the progress of the projects and participate in it (for example helping with accommodation in host families, participating in some activities, helping in dissemination). In what concerns the skills/ experience of the key persons involved in this project we can refer that the teachers involved are experts in knowledge areas related to this project (Foreign languages, ICT, Literature, Dance, Music, Arts); -Mrs Ilioudi Christina is an ICT teacher. She has the experience of four Erasmus programmes and she is the vice principal of our school. She is working also on robotics. -Mr Konstantinos Kostalis is a math teacher. He has the experience of four Erasmus programmes too. 6) We are involved in ecological activities and students used to work on this subject. 7) We have been working with different technologies in education, especially applications (Kahoot, Padlet, etc) but the students and teachers still have a lot to learn, that is why we want to enter this project, to experience with the partners and exchange good practises.

| Action Type | As Applicant | | As Partner or Consortium Member | |
|---|--------------------------------|----------------------------|---------------------------------|----------------------------|
| | Number of project applications | Number of granted projects | Number of project applications | Number of granted projects |
| School education staff mobility (KA101) | 0 | 0 | 2 | 0 |
| Strategic Partnerships for youth (KA205) | 0 | 0 | 1 | 0 |
| Strategic Partnerships for Schools Only (KA219) | 1 | 1 | 3 | 1 |
| School Exchange Partnerships (KA229) | 0 | 0 | 7 | 2 |

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

IES VALLES DEL LUNA (E10165497 - Spain)

Partner organisation details

| | |
|------------|---|
| Legal name | IES VALLES DEL LUNA |
| Country | Spain |
| Region | Castilla y León |
| City | León |
| Website | http://iesvallesdelluna.centros.educa.jcyl.es/sitio/ |

Profile

| | |
|----------------------|---|
| Type of Organisation | School/Institute/Educational centre – General education (secondary level) |
|----------------------|---|

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

“Valles del Luna” secondary is placed in Santa María del Páramo area, on the southeast of León county, Spain. Our school consists of a teaching staff with thirty-seven teachers and we assist one hundred and ninety-seven pupils, divided into nine groups, seven groups for obtaining the GCSE and two for the A levels. Our pupils are very varied. Besides, there is a group of students with special needs, as far as learning is concerned; these students require special methodology, their curriculum must be meaningfully adapted. In addition to this, we have students with hyperactivity syndrome and with attention deficiency and among our pupils there are also immigrants and students belonging to ethnical group minorities (gypsies). These students show a clear lack of motivation with regards to the learning process, probably due to the very few future career opportunities in the area. This variety of interests is what has motivated us in order to work on this project. Before thinking about this kind of projects (European projects; e-Twinning or Erasmus +) all the “Valles del Luna” teaching staff started a process of reflection and analysis with the aim of becoming aware of the needs we have; and why our students don’t get good academic results. So, we have made up a working group formed by nine teachers specialized on different subjects, all those teachers volunteer in order to adopt an active role in the process of developing this project with the aim of contacting different schools, different methodologies, different ways of understanding rural life and the possibility of opening our school to the rest of Europe: we want to internationalize our school and to open our pupils minds to new and near realities. We wish to refresh our didactic methodology, to update our knowledge about the didactic use of the new technologies, to reduce the index of school failure among our students, to diminish the percentage of absenteeism, to make our school more international. We believe that if we are able to reach our secondary objectives, we will also be able to fulfill our main purpose. In addition to this; if we involve ourselves in a European Project of collaboration like this one, with an interchange of information and a constant use of new technologies of information and communication (Skype, collaborative documents, motivational works with pupils...) we will also boost our students’ motivation, what carries a lower level of school failure, and besides less absenteeism. Therefore, we will have improved, we will have obtained better results this way and we will have reached our main purpose if we have caught up with our secondary objectives. Other goal in mind is to start the process of making our secondary school more visible in the global world and abroad. In order to reach that, it is essential to get people to know us through international platforms like e-Twinning and all the possibilities that Erasmus + offers us.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The people in charge of the project will be: the director of the school, the head of studies and the coordinator of the bilingual teaching section (English) of the school. The three people have a definitive post in this school and they are not leaving the centre. This will assure the continuity of this programme. They all have expertise in the topics of the project, digital and language competences. The school has not previous experience in European programmes.

| Action Type | As Applicant | | As Partner or Consortium Member | |
|---|--------------------------------|----------------------------|---------------------------------|----------------------------|
| | Number of project applications | Number of granted projects | Number of project applications | Number of granted projects |
| School education staff mobility (KA101) | 2 | 1 | 0 | 0 |
| School Exchange Partnerships (KA229) | 0 | 0 | 1 | 0 |

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy)

Partner organisation details

| | |
|------------|---|
| Legal name | Istituto Comprensivo Statale "Torelli - Fioritti" |
| Country | Italy |
| Region | Puglia |
| City | Apricena |
| Website | http://www.istitutocomprensivotorelli-fioritti.gov.it/ |

Profile

| | |
|----------------------|---|
| Type of Organisation | School/Institute/Educational centre – General education (secondary level) |
|----------------------|---|

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Torelli-Fioritti" High School in Apricena (FG) is composed by 14 sections for the Kindergarten, 32 classes for Primary school and 20 classes for Secondary school with a school population of 1361 pupils distributed into 10 buildings. The Institute, in accordance with the legislative provisions, tends to propose a comparison with the values of the society in which pupils live to promote a new citizenship where women and men are both citizens of Europe and of the world. Pupils of our Institute belong to different family backgrounds and there is the presence of some foreign students, especially coming from Eastern Europe, but also from Turkey, Morocco and Tunisia. In the school there are some students with disabilities and the percentage of them is about 3.05%, while pupils with specific learning disorders or special needs represent the 2.05%. The aim of our school is to rediscover the historical and cultural origins of the territory in which our Institute is located and in particular with the knowledge of music, folk dances and foods, to make known this aspect of culture that is now almost disappearing and inculcating in students the love for the past and the need to rediscover the historical and cultural roots of the area in which they live. Apricena has a very varied tradition of popular music and linked above all to the figure of the famous "storyteller" MATTEO SALVATORE who knew how to paint, with his songs, a cross-section of the life of his time. His popular music, together with dance, manages to give a precise traditional and ethnic connotation of Apricena, together with an ancient and very varied gastronomic culture. Furthermore, the Gargano area in which we live is also rich in equally varied and rich traditions that contribute to make our territory unique. Through this project, we would like to get our students, including the ones coming from disadvantaged or poor backgrounds as well as those with special needs in crafty, pleasant and creative activities related to our and our partners' cultural and historical background as to make them more confident, more motivated and more self aware. There is a team of 4 teachers and 1 administrative assistant. 1. Pia Assunta Forte, language teacher 2. Annamaria Iannucci, English Teacher 3. Loredana Bevere, Italian Teacher 4. Incoronata Di Lella, Italian Teacher 5. Piera Lallo, administrative assistant We have no other participation in European Erasmus projects, we only had some PON Italian projects implemented by our school.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

There is a team of 4 teachers and 1 administrative assistant. 1. Pia Assunta Forte, language teacher 2. Annamaria Iannucci, English Teacher 3. Loredana Bevere, Italian Teacher 4. Incoronata Di Lella, Italian Teacher 5. Piera Lallo, administrative assistant The members of the team have good knowledge in the topics of the project, experience in inclusion issues and language and digital competences.

| Action Type | As Applicant | | As Partner or Consortium Member | |
|---|--------------------------------|----------------------------|---------------------------------|----------------------------|
| | Number of project applications | Number of granted projects | Number of project applications | Number of granted projects |
| Strategic Partnerships for school education (KA201) | 0 | 0 | 1 | 0 |
| Strategic Partnerships for Schools Only (KA219) | 1 | 0 | 0 | 0 |
| School Exchange Partnerships (KA229) | 0 | 0 | 2 | 0 |

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Project Description

Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

If relevant, please select additional priorities according to the objectives of your project.

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

SCHOOL EDUCATION: Development of key competences

Please explain how your chosen priorities relate to the aims and objectives of your project.

There is a strong connection between the proposed objectives and the priorities we have chosen due to the fact that all the objectives are meant to lead to the organisation of such activities as to strongly promote social inclusion and students' adaptation, acceptance and cooperation. The Covid19 pandemic that started in 2020 was the cause of school closing in almost all European countries making already existing social inequities even worse. Children coming from families with low or very low incomes, children living in rural areas with poor infrastructure, children belonging to ethnic and linguistic minorities, children with disabilities or even migrants or refugees who were already facing significant barriers in their access to education were by far the most affected. Teachers and school headmasters found themselves in a very challenging situation. The pressure they bear gets even stronger as they are acknowledging that the way they are dealing with all this will have a long term influence on both social and economic sides of the students and their families' life as well as of the community they belong to. That is why, it is of utmost importance to implement a digital transformation programme in all partner schools as soon as possible which will help us support both students and teachers in learning to adequately use digital technology in educational and training activities with the purpose of teaching, learning, evaluating and actively participating in the educational activity. Cultural heritage, history, traditions and customs can provide a rich environment and real opportunities for students to show their strengths or talents and therefore be valued and appreciated by the others. This will instantly and certainly lead to mutual acceptance, tolerance and inclusion especially for students coming from problematic environments, mono parental families, family rupture due to parents working in another country, children with special needs or belonging to other communities such as Roma. Getting involved in the project activities they will have the chance to develop creativity and cultural horizon, to know and appreciate European cultural values and eventually develop very important key competences for Life long learning such as: communication, digital, learning to learn, social and civic, cultural awareness, preparing them for the future. By pleasantly taking part in all these activities partially integrated in the normal school classes- which allow them to show their talents/ skills and qualities, students will become more motivated to come to school. Through cooperation and intercultural exchanges between project partners and all the thematic activities organized locally throughout the project, we will manage to achieve the objectives we have established and finally reach the priorities chosen.

Please select up to three topics addressed by your project

Cultural heritage

Digital content, technologies and practices

Inclusion, promoting equality and non-discrimination

Project Description

Please explain the context and the concrete objectives of your project.

We are living difficult times these days when schools had to and still need to face new and challenging situations in order to continue their work and to provide their students with education and prepare them for the next steps in their lives. The Covid19 pandemic that started in 2020 was the cause of school closing in almost all European countries making already existing social inequities even worse. Children coming from families with low or very low incomes, children living in rural areas with poor infrastructure, children belonging to ethnic and linguistic minorities, children with disabilities or even migrants or refugees who were already facing significant barriers in their access to education were by far the most affected. Teachers and school headmasters found themselves in a very challenging situation. The pressure they bear gets even stronger as they are acknowledging that the way they are dealing with all this will have a long term influence on both social and economic sides of the students and their families' life as well as of the community they belong to. That is

why, it is of utmost importance to implement a digital transformation programme in all partner schools as soon as possible which will help us support both students and teachers in learning to adequately use digital technology in educational and training activities with the purpose of teaching, learning, evaluating and actively participating in the educational activity. Moreover, all partner schools have very varied students, coming from different backgrounds and environments such as mono parental families, minorities, social problem families, students living in the country side/ rural areas, immigrants or refugees and also students with varied special needs that require special attention and methodology as their curriculum must be meaningfully adapted. These students show a clear lack of motivation with regards to the learning process as well as an increasing tendency of early school leaving due to the fact that most of the times they do not have their family support, are low motivated and not aware of their strong points and qualities or even talents. Not to mention the struggle they have been through and the problems they faced during this pandemic context, having to deal with on line school.

PROJECT OBJECTIVES: 1. Reduce discrepancies related to access to education of the students coming from disadvantaged backgrounds. Output indicator- the number of students which have low ICT and technologies competences Target – number of students decreasing by 20%, measured by the average annual grade 2. Develop digital competences of the students and teachers in all partner schools by exploiting the opportunities provided by digital technologies. Output indicator – the number of teachers and students using ICT in the teaching/ learning process Target-increasing the number of teachers and of students using ICT by 15% measured by questionnaires applied at the beginning and ending of the project, online quizzes 3. Develop the students' civic attitude, tolerance, mutual respect, acceptance and resilience Output indicator - number of students involved in civic, cultural activities promoting European common values and the fundamental rights Target – 10% growth of the students involved in civic, cultural activities promoting European common values, measured by attendance forms, activity reports, statistics. 4. Improve student's school results based on the development of the eight key competences Output indicator – the annual average grade of the students involved in the project Target- minimum growth of 5%

How will the project meet the needs of your partnership and those of the target groups?

SWOT analysis made by all partner schools, on previous year(s) WEAKNESS: -increased number of students (eg. 343 in our school in Romania) that do not have the necessary devices and/or internet connection to attend the on-line classes, with a minimum level of digital competences or even less. -significant number of teachers (13 in Romania) that have minimal digital competences when using technology and faced notable difficulties or didn't manage to organize teaching-learning activities using on-line learning platforms offered by schools -reduced number of partnerships with schools and European institutions (Italy-none, Romania-1 for teachers and 1 for schools; Spain-1 for teachers) -increase in the number of Special Needs Students- by 2% on average -increase in school drop among students with social/ economic disadvantaged background or migrant parents -increase in the number of students in all partner schools (most coming from the rural areas) for whom on-line learning are too much of a challenge and tend to drop school THREATS -The length of the COVID-19 pandemic situation which leads to a reduced face-to-face school education and to constant and prolonged on-line classes -The pandemic situation which leads to a reduction of families incomes in cases when both or at least one of the parents work in economic fields that have suspended or reduced their activity -a fast rhythm of technological progress which imposes a continuous update of teachers' digital knowledge and competences -an increased number of students whose parents need to commute to work and leave students unattended for longer periods of time STRENGTHS: -experienced teachers -good school material resources- informatics laboratories in all schools -high number of students passionate about folk, traditions, culture, involved in different local themed clubs or coming from rural areas -high number of students willing to get involved in extracurricular activities, to develop their digital, language and social competences by cooperating with peers in other EU countries OPPORTUNITIES: -the Erasmus/school education programme which financially supports transnational projects through which teachers and students in European countries can take part in cooperation projects meant to contribute to and help them become European citizens, more aware of their roots, of the values promoted by the European Union, that represent the bond that brings all European countries together and gives them strength and value. -European Union's priorities for 2021-2027, which grant special importance to digitisation, social inclusion and democracy -the support provided by the local community, Non-governmental organizations in the schools' area, the Ministries of Education in each school (eg. In Romania, 300 students with fewer opportunities were given laptops and tablets to be able to attend online classes) CONCLUSION -the need to make the educational process more flexible by combining the traditional style with the opportunities offered by technology and e-learning platforms so as the entire process be focused on developing functional competences in our students-supported by this project -the need to change the teaching-learning process using such techniques as to facilitate the inclusion of students with fewer opportunities and treat them equally -the need to increase the number of teachers and

students able to use the existent digital tools creatively and innovatively in order to make the didactic process more efficient and to ensure students' active involvement in it -the need to improve teachers' and students' social and communication in a foreign language competences through collaborative activities -the need to create a students' community based on democratic principles in which they are taught to think, to act rationally, accepting, treasuring and respecting their peers' values and principles The projects activities are organized in such a way as to meet all these.

Outline the benefits of cooperating with transnational partners to achieve the project objectives.

It is a true fact that the pandemic context has had a great influence on everyone, and has affected every single side of the society we live in. The impact on schools and the educational system is even greater and more visible and every country has tried to find a way out of it in its own manner and in order to find the best solutions this exchange of good practices and experience between institutions coming from different countries is mostly needed in extremely beneficial. First off, the lack of insufficient development or use of digital competences became a true fact in the last year of the pandemic when schools had to adapt to and struggle to face the hardships of on line or hybrid education. Each has found different solutions and ideas that proved more or less efficient or appealing to the actors of education. Having the opportunity to work together, to share experiences, good or bad, trying new ones together will surely be an asset for everyone. Comparing different approaches and ideas, varied methods and the results each of us obtained will offer fruitful context for future adjustments. When it comes to technology, applications, gadgets, on line tools, platforms or any other digital approach that can ease teachers' work and students' learning will be of utmost importance and an undeniable benefit for everyone. Moreover, each partner country has its own particular educational system, has its own way of dealing with the problem of social inclusion according to the local social, political, economic, ethnic context. Times are continuously changing, society is facing new and more challenging problems that educational systems must deal with. Therefore, best solutions can be found only by comparing and analysing the situations each partner country is dealing with and, together, find the way out. This international cooperation will provide both teachers and students with the opportunity of taking part in common activities, sharing ideas, finding solutions, getting to know each other's traditions, culture, civilisation, educational system and learn from each other, support each other. Another benefit of this collaboration will definitely be the development of communication in a common language, a big asset in a multinational and multilingual society. Students and teachers will have this great chance of using, practising and improving communication skills, overcoming any stressful and refraining barriers while boosting their self confidence and esteem. Team work in multinational groups of mixed persons belonging to different cultural, religious, ethnic, social, economic categories will encourage and easier development of such soft skills as mutual respect and acceptance, support, cooperation leading to a smooth path to social inclusion. Everyone involved will get the chance to learn from each other, to share ideas, while having the chance to discover some European common values, common cultural elements, common historical traits and learning to cherish them and one another.

What outcomes, including project results when relevant, are expected during the project and on its completion?

Results and impact on students/ teachers: -a better collaboration, interaction among students coming from different backgrounds -More confident, motivated, determined and self-aware students due to being involved in common activities and valued for their particular skills (digital, knowledge of culture, traditions, history, folk, music and dances) -Tolerance and mutual respect among individuals by working in mixed multinational groups together with students with fewer opportunities, -mutual understanding and appreciation, tolerance and peer appreciation -social inclusion of students with fewer opportunities -identity and diversity awareness -A natural development of the key competences through interesting activities organized during the LTTs or on line project meetings, workshops, webinars or other non formal activities of the project -A revival of own history, culture, customs and traditions due to the topics of the project -A visible increase in students' school results by developing their digital, language, social competences -A reduction of school drop by 10% by involving students with fewer opportunities and helping them boost confidence and self esteem and feel accepted and respected -Students' increased adaptability to different environments and settings by travelling to other countries and meeting new people and cultures -an increased degree of students' cooperation, interrelationship and involvement in activities, especially for students belonging to disadvantaged social environments or groups and of the students with special needs. -an increased interest in national and European heritage -increased students' motivation for learning contributing this way to a reduction of school drop and absenteeism and to an improvement in school results -the feeling of belonging to a national and even European identity -A useful blending of new technologies and old backgrounds -A useful collection of supportive materials to be used in the future -better knowledge related to the topics of the project, better ability in practical applications, solidarity, openness to other cultures and points of view, understanding of the value of human rights and of own identity in local, national and European context, understanding of processes that lead to

discrimination, development of intercultural experiences; social inclusion and cohesion; equal chances to education; cooperation and tolerance. Students will work together and develop managerial competences, motivate the others, solve problems, make decisions, negotiate, cooperate to make the final products. Students with special needs, low school results or from rural areas will take part in the cultural- artistic, collecting information activities in order to boost their self esteem, and the feeling of being appreciated by the others. Developing digital competences by cooperation and mutual support. Students will be taught to appreciate authentic values and the beauty of our ancestors' world and heritage. Students will cooperate during the activities, developing their learning by discovery abilities. -better prepared teachers with developed digital competences to be used in the teaching- learning process -collections of useful digital material to be used as Open Educational Resources by the entire staff in partner schools and by anyone interested as they will be publicly shared -the project domain and courses on the e-learning platform- ReteauaEdu.ro which contains -the project site -virtual museum, -traditional recipe e-book, -tutorials and representative videos made by the students during the project (VMV, PowT) -digital photo albums of folk traditional costumes, -digital book of sayings, proverbs and popular wisdom -short digital historical story animated books using different applications (Story Jumper, Animaker) -digital posters, flyers, promoting project activities made with (Canva, Padlet, Jamboard) -a practical guide of teaching -learning -evaluating non-formal activities

In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

The innovative side resides in the fact that the theme of traditional folk culture, the common European heritage and values promoted in this project will be illustrated with the aid of the modern approach offered by ICT and multimedia technologies. The team of the project has planned activities in which to exploit the soft competences of the students from different backgrounds, to focus on their interests (in folk dances, folk music, folk arts and crafts, preparing traditional food, folk costumes) in order to create and develop ICT abilities and to use the multimedia technologies and software in order to complement project activities. Involving students who are facing different challenges like social, financial, health, family issues, etc, will give them the opportunity to improve their skills, to feel as an integrant part of the team, and to follow a steady and modern learning path through which they will share ideas, learn from one another, communicate with their European partner peers, understand how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms, feel as part of a greater community. Therefore, this unique combination of traditional and modern will help students and teachers gain confidence in their skill and develop new and needed competences. Another innovative blow is definitely brought to the project by our associate partner ReteauaEDU.ro powered by Moodle and Pro Arta Association which are offering their e-learning platform and their expertise to our project. Our project will benefit from all the facilities of an e-learning platform for the construction of its page in the format of a course with all it involves: resources, pages, forums, publicity, learning apps and evaluation apps. In addition to this, their experts will be there to support us, to offer training sessions to both teachers and students on using the platform as well as different learning and evaluation applications and tools. Moreover, using the experience the Romanian partners gained by participating in a previous Erasmus+ project (KA 219-023163_1 Learning through Outdoor Experience) the teachers and students involved in the activities will be able to mix non-formal learning activities developed outdoors (e.g. research work, interviews, video records of traditional customs, exhibitions, visits at popular craft fairs, interviews of craftsmen and artisans) with ICT technologies and share their know-how with the other partners. Also, students' interest in gadgets and in all the new things the modern technology has to offer will be used for educational purposes in order to develop the eight key competences stated in The European Reference Framework for Key Competences for Lifelong Learning. The students will have access to e-learning platforms and their products will be uploaded on the web page of the project, to be studied and shared for future learning.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a EU-funded partnership project?

We have selected our partners mostly according to the priorities of the Erasmus programme- a common interest in the immediate need to develop digital competence in order to adapt the actual context caused by the pandemic, the topic -promoting cultural heritage and values, reducing school drop and absenteeism, involving students with special needs and coming from disadvantaged environments and of course, the objectives of our project which have been commonly agreed on. Thus, we have placed announcements on different media communication platforms such as Erasmus Facebook groups, we searched on Erasmus Gateway for schools interested in Ka220 project and we have studied their problems, needs and interests to see what we have in common. We sent e-mails or messages to some of the schools that seemed to correspond our project criteria and we also received a lot of e-mails and messages from interested possible

partners. Then, the project team gathered together, studied, read about and analysed the messages and the information our possible future partners had sent. We have based our final choices on the following criteria: - The immediate need and urge to develop digital competences in both teachers and students and find workable solutions to the actual demands and context - Common interest in promoting cooperation, multiculturalism, accepting diversity in support of students with special needs, coming from disadvantaged backgrounds or with low school results - The existence of some common cultural values as well as some differences. - According to our project objectives, schools that are placed in areas with rich cultural heritage, open to value through education their inherited cultural patrimony - Same school level of students - Same challenges and needs - Same social and educational problems and needs- Same interests and preoccupations We have also selected some schools that already have experience and participated in Strategic Partnerships such as Greece and our school but also schools that have no or little experience such as Italy which only experienced some PON projects and Spain which has no experience in the field but seems very willing and interested in being part of this project and overcome this way their problems and needs by working together, sharing and experiencing. The more experienced schools are definitely going to support the others first by offering suggestions, examples of previous good practice and direct involvement in the management, organisation and implementation of the project. For instance, we have already agreed on the Greek partners to take over and manage the project website and assessing digital instruments and forms while Italy and Spain will greatly help with the making of some of the final products. Italy will add to the project its experience in dealing with and tackling the sensitive issue of social inclusion while Spain will share with us their knowledge and insights in history, culture, European values. Our school, the coordinating one, will take care and make all communication work very well. We are going to keep in touch regularly with all the partners via e-mail, live on line webinars and meetings, messages, phone calls. As we seem to have some expertise in digital competences and we have found an associate partner with high qualifications in e-learning development - ReteauaEDU.ro, we will support the others with trainings in using different digital applications (Animaker, Story Jumper, Canva, Jamboard, Padlet, Word wall, Quizziz, Kahoot, Liveworksheets, Powtoon, Movie maker, Photoshop) the e-learning platform of the project, video and image editing. We have also thought of and agreed on the following project activities and mobilities, results and final products to meet every partner school needs. Coordinating school will also help along with the organization of all activities, will offer guidance and will permanently ask for feedback.

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the sharing of project results and the sustainability of the project.

We have identified a valuable associate partner that has accepted to host our project on their e-learning platform and offer support and even trainings for teachers and students on developing digital competences and using different digital tools to create digital educational content and open educational resources which are meant to ease teachers' work and facilitate students' learning and evaluation. Name: Asociația Pro Arta Dezvoltare și Cunoaștere (Pro Art Development and Knowledge Association) Activities: Training for Teachers in using digital instruments for creating learning experiences. Resources for Students for Personal development: Public speaking, Successful presentations, Freelancing & Entrepreneurship, Do your homework with digital instruments, Be prepared for online evaluation. eLearning platforms for schools' competitions. eLearning platforms for Teacher Corp House. Description: 11 years of Digital Education for Romania and the Republic of Moldova. Our focus is always on the immersion of digital learning scenarios into day-by-day learning processes, inside or outside the school system. Pro ADC Association offers digital support to schools and teachers for increasing their capacity in providing quality digital education. For this we are delivering eLearning platforms, developed with open-source instruments, we are empowering teachers in creating digital content and we create motivation for change in education. Our contribution is to connect people who care and can make a change with the ones that are willing to be part of the change. We do believe that teachers are the main stakeholders for sustainable project implementation and the reservoir or resources for the new generation of adults. We promote online learning as a way of minimising the disparities between different social groups. eLearning is affordable and digital content will ensure motivation and better results in the pupils' future professional life. The Association has more than 11 years of experience in delivering training, support, and assistance to teachers in creating and delivering eLearning content. For the content, we must acknowledge the multitude of online instruments that can be used. Some of the applications are free, others have a freemium plan. But all together make a resourceful bouquet of functionalities in creating digital experiences. For the project at hand, the Association will be involved in offering guidelines for teachers and other involved experts in developing better media materials. In the last three years, the Association delivered the Annual Challenge where resources for teachers interested in creating video, images, or presentations were created and posted in the eLearning

platform and on the YouTube channel. You can find more details about the Association here: Webpage: <http://asociatiapro.ro/> YouTube: <https://www.youtube.com/asociatiaproadc> Facebook: <https://www.facebook.com/asociatiaproADC> Instagram: <https://www.instagram.com/asociatiaproadc>

Participants

Please briefly describe how you will select and involve participants (e.g. learners, staff, etc.) in the different activities of your project.

This project is addressed to a large group of students, teachers, parents, other school staff and representatives of the local community who will be both directly and indirectly involved in the project. Some will take part in the LTT activities and they will be selected according to the objectives and priorities of the program and be part of the target group. This group will include the members of the project team who are the coordinators of the activities and groups of students rigorously selected taking into consideration their belonging to a target group disadvantaged environments, but also students with competences needed for the specific activities of the LTT (digital and foreign language competences). Each group will be formed of 2 coordinating teachers and 5 students between 13 and 16 years old. Together with our partners we will discuss and agree on a common, clear, transparent, fair and non-discriminatory selection procedure for both teachers and students involved in the different types of activities. This will be accepted during the first Transnational Project Meeting in Romania at the beginning of the project. Local participants: -Pupils: each school will involve a large group of students between 9 and 16/17 years old in the local project activities (at least 1 third of the total number of students in each school-approximately 1000 students in total) from different level classes and belonging to different environments with reduced digital and language skills. They will be engaged in the project activities: themed workshops, folk shows, visits, common activities, presentations, painting/ drawing/ singing contests on the project topics and so on in order to help them improve their digital and language resources and get the chance to be selected for the LTTs. - Teachers: we estimate the involvement of more than 50% of the teachers in each school, starting with those whose teaching subjects are directly related to the project topics who will be asked to organize or take part in the activities together with their classes. They will take part both in local activities developed during the whole period of the project and in the LTT hosted by their school. -Other school staff: As the project main objectives are to support social inclusion and develop such attitudes as tolerance, acceptance, mutual respect, support and non discrimination, we will also greatly involve each school psychologist, speech therapist, supporting teachers for students with special needs and any other type of specialists each school might have. -Parents: we will involve at least 50% of the parents of the students with special needs or of those coming from disadvantaged environments, where possible (because some parents might be working abroad, or there might be disorganised families, or parents not willing to) but also the parents to the other children, as we well know, education begins in the family so parents must also be aware of the positive attitudes we want to develop in their children. Some of the parents can be just invited to attend the activities or some parent seminars, others will be directly involved in the development of the activities, either offering support, help, advice or suggestions or by even offering financial support if necessary. Students participating in the LTTs will be of 13 to 16/17 years old because of their abilities to better communicate in English and prove at least medium digital competences, have knowledge or interest in the project topics and be more independent, while the others-involved in local activities can be of younger age.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

Yes

How many participants would fall into this category?

100

Which types of situations are these participants facing?

Economic obstacles

Cultural differences

Educational difficulties

Migrant background obstacle

Other reasons

Social obstacles

Health problems

How will you support these participants so that they will fully engage in all phases of the planned activities (including selection, preparation and follow-up)?

As we have already said, each partner school is facing this issue of having a growing number of students coming from disadvantaged environments or groups and even students with special needs who find it difficult to communicate with the others, to integrate and socialise with them, who are dealing with low self esteem or low school results, our intention is therefore to help them integrate and get involved in the project activities. As most of the project activities are based on crafts, art, creativity, music, dance, digital competences or other abilities and as the themes are related to traditions, customs and cultural heritage, we truly believe they will provide them with good opportunities to show their talents and abilities to the others and therefore get their appreciation and be valued. These students are going to work in groups and teams with the other ones involved in the project, helping each other gathering information, creating things or organising different cultural activities and events, thus being given the opportunity to show their skills and talents and being valued by their colleagues. They will be encouraged by teachers alongside and the other students will be taught to accept them and make them feel part of the team. Students coming from rural areas will be a source of inspiration for the rest, will have the chance to show them the richness of countryside, the beauty of traditions that most of them are still preserving and this will definitely lead to an increase in their self esteem and appreciations. We will also organise exhibitions with their works, shows in which they will be involved so everybody could see and appreciate their value and helping them get out of their shell and feel more confident in school. We will try to get in touch with their families and involve them in at least, some of the activities, we will encourage them to support their children to take part in the activities in order to socialise with their colleagues and show them their abilities and make them feel valued and accepted. These students are also going to be given special attention by all the teachers involved, and we will also appeal to the help of school psychologist and speech therapist. They will assist students with special needs or socialising problems in order to adapt more easily to working in teams or groups and to feel safe and supported. Other types of support: -we will provide all necessary materials for the activities: - paper, glue, tools for arts and crafts; - memory sticks for digital deposits; -access to laboratories and technology -transport to show's venues and for rehearsals -free transport and meals for visits to museums or archaeological sites -English special classes for those involved in LTTs or participating in exchanges in host countries -basic and support trainings to develop minimum to medium digital competences needed for the project

Please describe briefly how and in which activities these persons will be involved.

Main target group Some of these persons will participate in LTTs in order to get integrated and accepted by the others, getting the opportunity to visit another country, to meet other nationalities, to get in touch with other cultures and civilisations, to have the opportunity to practise their communication in a foreign language competences and to develop their social and other soft skills. They will be selected according to the common procedure of selection we have discussed and agreed on during the first Transnational Project Meeting in Romania. These students will be part of the main target group. Secondary target group In this group will fall the rest of the activities that are going to take part periodically in each partner school or during the LTTs organised in the host country. They will be selected according to the same procedure only that the criteria won't be so harsh as we would like to offer this opportunity to as many of such persons as possible. We will test their language and digital competences and for those having difficulties we will organise training sessions in advance in order to get them prepared and help them feel more confident and avoid embarrassing situations. They will take part in all activities according to their skills, talents, interests and preoccupations so as they feel comfortable and willing to participate. Another criteria will be the age group they belong to - according to the project outline.

Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

The coordinating school will organise a first virtual meeting with all the other partner schools to negotiate and clarify the following organisational matters: -the members of the teams and their duties in the project (who will coordinate the evaluation activities, what evaluating instruments will be used, who will coordinate the activity of monitoring the progress and quality of activities and products, what quality and progress indicators will there be used, who will coordinate the dissemination activity and what means of dissemination do the partner schools use most frequently, which instruments of evaluation and dissemination will be used -human resources involved in the project (teachers, students, other members of staff, associate members) -the percentage of students in the target group who come from disadvantaged backgrounds or have different challenges (socially or otherwise). -the selection criteria of the direct and indirect beneficiaries and the selection procedure of the participants. A second online meeting after a week in which every partner will present a plan for accomplishing the commitments assumed. The coordinator will suggest the detailed plan for project implementation, and the other partners will suggest the plan for monitoring the project and the instruments used for, the plan for quality evaluation of activities and products, the quality indicators and the dissemination plan. All will be discussed, negotiated and approved by all the partners. In this meeting the partners will establish the frequency and duration of the transnational project meeting and the means of communication among the partners. Then, the project coordinator will draw up the Gantt Diagram and will send it to all the partners. After this, each partner school will start the selection process of the beneficiaries and will distribute the tasks within the respective teams. Everyone will be clearly informed and provided with all necessary information, criteria and details so as there will be equal chances for everyone, displayed in the Erasmus corner in each school, on school website and the project page/ site, during the teachers' meetings, parents' meetings and in classes. After the process of selection of the direct beneficiaries a diagnostic testing of ICT and language skills of all the participants will follow. According to the identified needs, each partner will establish preparation activities: ICT, English language, or preparation connected with the theme of the project (history and traditions of the partner countries, common European values), so that the participants will be able to get involved in the activities of the project well prepared and make the most of their potential. The preparation activities will be carried out by the ICT teachers, teachers of English, volunteers, trainings delivered by an authorised supplier- such as ReteauaEdu.ro our associate partner, Soft skills and psychological support offered by the school Psychotherapist in order to prepare, support and develop self-confidence and interest in students belonging to families with fewer opportunities or students with special needs. The implementation team will offer participants information about the culture, history, customs and traditions of the country or region of the partner schools. Thus, a better intercultural, digital and linguistic preparation will be ensured and each of the participants will have the knowledge and abilities for the efficient development of the activities proposed in the project. Each teacher and student will sign an agreement document by which they shall undertake to contribute to the project according to the scheduled activities. Other actions: -a good distribution of Project Management budget to support the activities of the project -getting informed in advance about travel and accommodation opportunities and choosing the safest and most comfortable ones -talking to students' families and letting them know about all details

Management

Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Cooperation Partnerships based on the number of participating organisations and the duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.

A partnership may receive a maximum of 2750 EUR of "Project Management and Implementation" grant per month.

| Organisation role | Grant per organisation and per month | Number of organisations | Grant |
|--------------------|--------------------------------------|-------------------------|--------|
| Coordinator | 500 | 1 | 18 000 |
| Partner | 250 | 3 | 27 000 |
| Total | | 4 | 45 000 |

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation"

We are going to organise more additional activities for the good implementation of the project and these activities are meant to either help us organise the more important ones such the Transnational Project Meetings in which the members of the project teams are coming together to plan, organise, analyse, evaluate, disseminate or promote the activities and the final products of the project or the Learning Teaching Training activities which need a very thorough and systematic preparation. Most of the activities will be though dedicated to organising trainings for the teachers in each partner school or during the LTTs in order to develop their digital or language competences which will need to be funded for materials or even equipment. Training/ learning activities for the students involved in the project, especially for the ones with fewer opportunities that will need financial support to be able to take part. Every activity, including the LTTs include a series of workshops and other forms of organisations in which teachers and students need materials to make the products of the project. (paper, glue, paints, scissors, wood, wool, costumes, etc) digital materials (DVDs, memory sticks/ disks, colour printers and toners, digital cameras, recording devices, etc) as well as for the organised visits to museums and libraries for which entrance tickets must be paid, transport from school location to the specific places, support for students with fewer opportunities, etc. We will also have to pay for the domain of the project site and for the hosting and support on the e-learning platform, for some of the teachers and students' digital trainings in case we won't be able to find volunteers. There will be 13 such Other activities necessary closely related to the project topics and purposes. 1 ORGANISATIONAL MEETING Romania LICEUL TEORETIC "PAVEL DAN" 2021-11 2. CHOOSING THE PROJECT LOGO AND MASCOT Italy Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) 2021-12 3 PRE-MEETING ACTIVITIES Greece GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) 2022-02 4 CREATING FIRST FINAL PRODUCTS Romania LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) 2022-05 5 MIDTERM ASSESSMENT OF PROJECT Italy Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) 2022-09 6 DISSEMINATION AND MULTIPLICATION ACTIVITIES Romania LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) 2022-11 7 CHRISTMAS ACROSS BOUNDARIES Greece GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) 2022-12 8 SECOND PROJECT DISSEMINATION AND PROMOTION Spain IES VALLES DEL LUNA (E10165497 - Spain) 2023-05 9 PRE-MEETING ACTIVITIES Romania LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) 2023-09 10 ART AND CRAFT ACROSS BOUNDARIES Spain IES VALLES DEL LUNA (E10165497 - Spain) 2023-12 11 LEARNING TO LEARN Italy Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) 2024-01 12 CULTURAL HERITAGE GOES ON AND ON Greece GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) 2024-04 13 PREPARING THE FINAL REPORT OF THE PROJECT Romania LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) 2024-09

Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

-4 Transnational PMs for coordinators and project team members taking place every year in order to analyse, discuss, monitor, plan or evaluate the progress of the project Day 1 and Day 5 are for travelling to and from the meeting venue. Day 2-Opening Ceremony/ getting to know each other/ presentations of partner schools/A tour of the host school- for all PM

PM1- Romania- November 2021- to make all necessary preparations for a good debut of the project; Participants: (3 teachers from each partner institution: Head teachers/deputy head teachers, project coordinators of each school, responsible for monitoring or evaluation -Working sessions for organisation of the project (establish final responsibilities; plan for the next months; establishing deadlines for different tasks) -project implementation, monitor, evaluation plans -Choosing the mascot and the logo of the project -developing and working out details of cooperation (planning and organising future events that will take part simultaneously in each partner school; talk about any possible risks) -Evaluation and feedback for the PM -Closing Ceremony, awarding participation certificates

PM2- Italy- June 2022- mid-term monitor and evaluation meeting meant to analyse the activities developed so far; analyse feedback and impact on those involved; find ways to disseminate the results obtained so far; plan further activities; decide on the final project results; establish further responsibilities. Participants: (3 teachers from each partner institution) -Project coordinators, teachers whose tasks are monitoring/ evaluation/ dissemination of project results, teachers coordinating the students' activities in the project. -Working session: analysing the work that has been done so far -monitoring the project -mid- term evaluation of the project -budget analyses report -developing and working out details of cooperation for the next part of the project -Evaluation and feedback for the Mid-term PM

PM3- Spain-March 2023 Project progress monitoring -mid-term monitor and evaluation meeting meant to analyse the activities developed so far in the second part of the project; analyse feedback and impact on those involved; find ways to disseminate the results obtained so far; plan further activities; decide on the final project results; establish further responsibilities and activities. Participants: (3 teachers/partner) -Project coordinators, teachers whose tasks are monitoring/ evaluation/ dissemination of project results -Working sessions: analysing the work that has been done so far -monitoring of the project --budget analyses report -2nd mid- term evaluation of the project -developing and working out details of cooperation for the next part of the project -Evaluation and feedback for the Mid-term PM

PM4- Greece- May 2024- end of project meeting meant to analyse the whole project; evaluate the impact on those involved; make final reports; find common ways to disseminate and share; prepare sustainability; finish the final products; complete the project on the e-learning platform; finish the project site; establishing the form of final evaluation. Participants: (3 teachers/partner) -Headteachers/deputy headteachers, Project coordinators, teachers whose tasks are evaluation/ dissemination/ follow-up of project results. -Working sessions-analysing the work that has been done -reviewing the web page of the project, posting final materials -final evaluation of the project, dissemination and sustainability -developing and working out details for the follow- up of the project -Evaluation and feedback for the Final PM

These PMs are an important part of maintaining a proper communication within the project team and minimise project risks. Purposes: -determine the Initial Implementation of the project,planning further actions, monitoring activities and coordination of work on the development of project results,the evaluation of actions plan to continue cooperation and ensure sustainability

Please specify the funds requested to organise the planned transnational project meetings.

| Meeting ID | Leading Organisation | Meeting Title | Country of Venue | Starting Period | N° of Participants | Grant |
|------------|---|---|------------------|-----------------|--------------------|-------|
| 1 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | Preparing Project Meeting | Romania | 2021-11 | 9 | 5 730 |
| 2 | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | Mid term Project Meeting | Italy | 2022-06 | 9 | 5 175 |
| 3 | IES VALLES DEL LUNA (E10165497 - Spain) | Mid term monitor and evaluation Project | Spain | 2023-03 | 9 | 6 285 |

| | | Meeting | | | | |
|-------|--|---|--------|---------|----|--------|
| 4 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | End of project Project Meeting- final evaluation of the project | Greece | 2024-05 | 9 | 5 730 |
| Total | | | | | 36 | 22 920 |

Transnational Project Meetings Budget (1)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

| Sending Organisation | Country of the Sending Organisation | N° of Participants | Distance Band | Grant per participant | Grant |
|---|-------------------------------------|--------------------|---------------|-----------------------|-------|
| GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | Greece | 3 | 100 - 1999 km | 575 | 1 725 |
| IES VALLES DEL LUNA (E10165497 - Spain) | Spain | 3 | >= 2000 km | 760 | 2 280 |
| Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | Italy | 3 | 100 - 1999 km | 575 | 1 725 |

Transnational Project Meetings Budget (2)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

| Sending Organisation | Country of the Sending Organisation | N° of Participants | Distance Band | Grant per participant | Grant |
|--|-------------------------------------|--------------------|---------------|-----------------------|-------|
| LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | Romania | 3 | 100 - 1999 km | 575 | 1 725 |
| GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | Greece | 3 | 100 - 1999 km | 575 | 1 725 |
| IES VALLES DEL LUNA (E10165497 - Spain) | Spain | 3 | 100 - 1999 km | 575 | 1 725 |

Transnational Project Meetings Budget (3)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

| Sending Organisation | Country of the Sending | N° of | Distance | Grant per | Grant |
|----------------------|------------------------|-------|----------|-----------|-------|
|----------------------|------------------------|-------|----------|-----------|-------|

| | Organisation | Participants | Band | participant | |
|---|--------------|--------------|---------------|-------------|-------|
| LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | Romania | 3 | >= 2000 km | 760 | 2 280 |
| GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | Greece | 3 | >= 2000 km | 760 | 2 280 |
| Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | Italy | 3 | 100 - 1999 km | 575 | 1 725 |

Transnational Project Meetings Budget (4)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

| Sending Organisation | Country of the Sending Organisation | N° of Participants | Distance Band | Grant per participant | Grant |
|---|-------------------------------------|--------------------|---------------|-----------------------|-------|
| LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | Romania | 3 | 100 - 1999 km | 575 | 1 725 |
| IES VALLES DEL LUNA (E10165497 - Spain) | Spain | 3 | >= 2000 km | 760 | 2 280 |
| Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | Italy | 3 | 100 - 1999 km | 575 | 1 725 |

Project Management

How will you ensure proper budget control and time management in your project?

Budget control and time management Budget control and time management will be implemented through a series of reports and frequent checking and monitoring made by the coordinator of the project, Mrs. Daniela Ioana Giurgiu, who, through frequent communication will make sure that each partner will fit into the respective budget allotted to each activity. School Accountant? Each partner will have the responsibility for spending sensibly the allotted budget in order to achieve the objectives and the duties within the project. Before the start of an activity each partner will check if the expenses are eligible and are in keep with the rules of the Erasmus grant. Each of the partners will include in the team a person who will be responsible for budget monitoring and who will write a report once in six month about the expenses, and the sums left. If necessary, the coordinator can ask for supplementary reports. The detailed agenda of the project will be established at the first transnational project meeting together with all the partners. The agenda will be made using the Google Calendar app and will be made available to all the partners. A Gantt Diagram will be drawn up and will be shared among all the partners. The activities of the project are structured in such a way in which monitoring is an easy to achieve task. Any alteration in the agenda will be supervised by the project coordinator which will find solutions for such situations. The headteachers of the partner institutions are part of the school project team and are experienced leaders who will also monitor the allotted budget and will make sure that the activities will be held according to the agenda.

Please describe the tasks and responsibilities of each partner organisation in the project.

All task and responsibilities related to the good management and development of the project are going to be fairly shared by the partner schools. Each partner school is going to host an LTT activity having a specific title, topic and structure , aiming to cover a certain part of the project content. ROMANIA will host "A Snapshot on the joy of life through dance, music, cuisine and art" LTT and deal with customs and traditions related to specific celebrations and moments in our ancestors' lives. There will be: -workshops on traditional food, art and folklore, shows, presentations and visits to organisations preserving them. -workshops on digital competences- video/ photo editing and processing, text editing and processing, e-book applications- Story jumper -e- recipe book in English and in the partner's mother tongues - Methodological guide containing 5 activity plans per country, digitally published with registration number -continuous communication throughout the project in different ways: e-mail, on line meetings, whats app group for urgent messages - project course on ReteauaEDU e-learning platform including presentations, videos, tutorials, courses, quizzes, forums, promotion -organising webinars -Gannt diagram -Facebook page -Virtual library -part of the video interviews and photos - school virtual exhibition and project corner -dissemination activities GREECE will host "A revival of our ancestors' world through modern technology" and organise all the activities related to this mobility -project site -all media materials -digital workshops -reviving old traditions, customs, legends, sayings and proverbs. -digital collection of sayings, proverbs, legends, stories and interviews both in English and in partner schools' languages -assessment/ feedback forms during and at the end of the project ITALY will host "Staying together beyond time and space boundaries through digital technology" LTT and organise all the activities related to the topic: -similarities and differences between our cultures and traditions, common events and celebrations, common words or word roots. -visits to museums -interviews and discussions with experts in related topics -collections of materials on the topic -Virtual museum -virtual exhibition -Risk management/ selection procedures -collection of historical stories- e-book animation book using Story Jumper/ Animaker SPAIN will host "A Digital Testimony of who we are and where we come from!" LTT and organise all the activities related to the topic: historic past of all partners, important historic figures and events. -Workshops -Visits to museums and sites -Interviews and discussions with historians and experts -The map of historic events- in digital format- Canva/ Padlet/ Mapme -digital photo album of armours, fight clothes and weapons -video and audio collections-CDs All partner schools will organise, implement and participate in all the activities listed in the Timetable and contribute with useful materials to the achievement of the final products and results. They will be responsible with all these activities developed in their schools, with sharing the results with the other partners, with taking part in communication activities. The coordinating school will be responsible with all communication which will be done periodically and whenever needed throughout the project via e-mail, phonecalls, webinars or live conferences.

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results?

Monitoring and evaluating the quality of the results In order to monitor the quality of the activities and of the results, an evaluation team will be formed by the persons responsible with the evaluation of the project in each partner school. They

will establish from the first meeting a plan for monitoring the quality of the activities and products, with specific quality indicators (questionnaires, interviews, observations, measurement of level of participation, statistics, group discussion with students / teachers, diaries). The plan will be revised when needed, according to the evaluation results. Remedial work will be planned for some activities or products that do not meet the required quality standards. Monitoring of the activities will be coordinated by Mrs. Daniela Ioana Giurgiu, the coordinator of the project and by the head of the teams of the respective partner schools. The members of the team who are monitoring the quality of activities and of the project products will make reports every six months. At the end of each LTT and PM a feedback questionnaire will be administered to the participants. Each of the partner institutions will apply a Google Form Questionnaire in order to measure the satisfaction level of all direct beneficiaries and of a sample of the indirect beneficiaries, after every major activity developed in schools (at least one activity in three months). The results of this evaluation containing information about meeting the deadline, fitting into the allotted budget will be included in the mid - year report by the coordinator of the project. The products quality will be evaluated by the number of likes/ views/ downloads after uploading them on the project site. Quality and quantity indicators through which the results will be measured. Quality indicators: Developing ICT competences of the teachers and students involved in the project measured by questionnaires applied at the beginning of the project and at the end of it. Developing communicative competences in English can be measured by questionnaires applied at the beginning of the project and at the end of it. Developing methodological competences of the teachers will be measured by the number and quality of the lesson plans to be included in the methodological guide. The students' interest and involvement in cultural activities that promote the folklore and the national customs and traditions will be measured by questionnaires of satisfaction, applied after the activities of the project. Students' social skills development will be measured by the number of online dialogue through different means of communication: chat, emails, messenger, project site likes and shares. Quantity indicators: Number of participants to the activities of the project Number of views of the site and of different sections of the site (virtual museum) The number of online interactions and communication The number of persons that have answered the questionnaires. The number of views/ downloads of materials and of online educational resourced on the site: methodological guide, video records, e-photo album, e- cook book with traditional recipes and video tutorials.

Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Each partner school has decided on a project team made up of teachers that have expertise and competences closely related to the priorities and topics of the project. During the First Transnational Project Meeting we will discuss, agree on and accept a well supported and timed plan of monitoring the project implementation and progress developed in more directions: Motorisation of: -budget- every six months during the Intermediary Transnational Project Meetings by analysing the budget reports, back account extracts, bills, invoices and any other expenses related to the activities of the project. Responsible: the coordinators of the project teams in each partner school and the school accountants -activities: after each LTT and PM through reports, attendance lists, feedback reports. Responsible: a teacher member of the project team in each partner school -progress and implementation of the project- Every three months during the virtual PM, on e-mails and other ways of communication , by checking the updates on the website and on the e-learning platform ReteauaEDU.ro, reports, uploads. -risks- during each LTT or PM or whenever necessary due to the unstable and constantly changing situation worldwide especially because of the Covid-19 pandemic. Each partner shall nominate a member of the team who will be responsible with monitoring, evaluating and finding ways to reduce the risks that might appear. Each partner will involve, besides the project team, at least 50% of the teaching staff, making sure that those with minimum digital competences have been included. Tasks and responsibilities will be distributed among the project team members so as all important activities (progress monitoring, quality evaluation, risk management, dissemination as well as those related to teaching for developing digital or language competences) shall be awarded for motorisation to the ones with expertise in the field.

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

Risk management The internal risks connected to fitting activities within the allotted budget, cost estimation, time frame, planning, organisation and monitoring of the activities will certainly be diminished if each partner will follow in the daily activities the procedures. A closely kept time management and budget management monitoring will eliminate the risk of unpredictable situations which might affect the overall objectives of the project or its budget. In what concerns the external risks connected to the Coronavirus pandemic situation, possible strikes or other events that might postpone the development of the activities (learning activities or project meetings), the three year- time frame of the project is long enough to reschedule the postponed activities. In what concerns the risks involving transport and health of the participants in the mobilities all the persons involved will have travel insurance, in order to cover the risks connected to

transport (losing/ misplacing luggage, other situations including sickness or even death). In order to reduce the risks connected to accommodation during the mobilities the host partner will be asked for help so as to find the most suitable accommodation. The project team will choose a reliable transport firm to get to the venue of the meetings. The risk list will be drawn up at the first transnational project meeting and will be based on the previous expertise of other Erasmus projects the members were involved in. This list could be revised after each evaluation period. The periodic reporting will represent one of the instruments through which the risks are diminished, because it will include: identifying the potential risks, recommendations to prevent risks, suggestions on alternative ways to develop activities. An efficient means of communication among all partners is also a way to diminish risks. Possible internal risks: Changes within the project teams, difficulties in choosing the members for LTT or transnational project meetings, accidents, illness that could hinder the members of the team to participate. Possible external risks: the Coronavirus pandemic and its unpredictability, strikes in airports, railway stations, difficulties in finding transport (by the host of LTT or PM). Each partner shall nominate a member of the team who will be responsible with monitoring, evaluating and finding ways to reduce the risks that might appear.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results?

We have thoroughly analysed our schools' needs and arrived to the same conclusions. Social inclusion and mutual acceptance and respect, tolerance, development of digital competences and even school drop are the main problems we seem to be confronting with. By trying to revive our roots and traditions and by raising our students' interest into them and their importance across centuries of history and national development, by also encouraging them to rediscover common traits and learn and use technology would definitely help them to easily integrate and accept one another due to the fact that they are going to get involved and be valued in such creative and skilful activities. Moreover, we are very aware that our students need to become an active part of the modern society we live in, therefore trying to contribute to the development of their most important competences- the 8 key competences- through involving, challenging, innovative, interactive and collaborative activities. PROJECT OBJECTIVES: 1. Reduce discrepancies related to access to education of the students coming from disadvantaged backgrounds. - common activities: workshops, visits, trips, group work, debates, research work -organising diverse interactive and interesting topic related activities on promoting cultural awareness, traditions and customs: learning activities in museums, creating the virtual museum, exhibitions, interviews with local old people, gathering material for different collections - students taking part in workshops and visits, organising shows and traditional contexts, making video collections 2. Develop digital competences of the students and teachers in all partner schools by exploiting the opportunities provided by digital technologies. -permanent communication and use of ICT, research work, group work, workshops, trips -training sessions and workshops on learning how to use different digital tools such as search engines for information, photo/ video editors, digital applications for creating posters – Canva, Jamboard, Padlet, making e-books- Story Jumper, Animaker, digital presentations- PPT, Prezi, making quizzes and tests- Quizziz, and Kahoot 3. Develop the students' civic attitude, tolerance, mutual respect, acceptance and resilience - workshops and common activities performed mainly in groups in which students are encouraged to help each other, to accept and respect the others, to appreciate the others' skills and talents and to learn how to make use of them together for a common purpose 4. Improve student's school results based on the development of the eight key competences -all activities organised by the project are based on the 8 key competences so much needed in today's world and multinational, multicultural society. They will encourage students to develop their language skills by working together with peers from other countries, civic and social skills by sharing and helping each other, MAST skills by using technology, learning to learning by having to search for information and data to accomplish their task on the project products, cultural awareness by accepting each others' cultural heritage and uniqueness when discovering and sharing their traditions and customs and of course, their digital competences by learning and using a wide range of digital tools in creating their products. Most of the activities are organised as workshops, group work, shows, debates, contests, quizzes, exhibitions and therefore based on cooperation and understanding, this will automatically lead to social inclusion for the students coming from disadvantaged environments of any kind or students with special needs. Digital competence of everyone involved will be constantly developed by using virtual communication, digital platforms and also for making the final products: digital photo albums, videos, audios, on line quizzes and workshops, webinars.

How will you communicate and cooperate with your partners?

Partners communication plan Means: e-mail, Facebook messages, whats app group-for urgent communication, - on line meetings on zoom/ google meet - before the Project Meetings and the LTTs or before the main events of the project organised in each partner school - phone- when necessary Responsible for periodical communication- coordination school "Pavel Dan" High School which will send notifications and connection links in advance according to the plan that has already been established and agreed on by the partners. -the rest of communication- whenever needed- each partner takes responsibility of informing the others about any changes, risks, problems or any other kind of information that might affect the project implementation. Communication with other relevant parties interested in the project, such as local community, local or national authorities, parents, organisations involved or supporting the project will be done by each partner accordingly.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Yes, we have used and we are going to continue using them. For the moment, we have used them only for preparation, in terms of finding reliable and matching partners for our project. We intend to use them also for implementation, dissemination and follow-up as both means of constant communication and implementation of project activities and exchanges of good practices and sharing our experience with the others, not only the partners involved. We are going to set up the project's page and place there the description of the project and its activities, pictures, videos of the implemented activities both during the regular timeline and the mobilities, ideas, examples of good practice, final products. As for the follow-up, we intend to use these platforms in order to ensure the project's long term sustainability even after the end of the project. The project's summary and presentation will be posted on Erasmus +Project Results Platform to work as a support or idea for the ones interested in this topic and the suggested activities. We would be glad to see our ideas, results and suggestion of good practice become a useful tool and lead to a rediscovery of every people's cultural heritage and roots and to a viable opportunity for schools and teachers to integrate, help, value and encourage the students in any kind of need: social problems, family problems, students living in the countryside, students with special needs or disabilities. All partner schools and not only, are nowadays confronting with these sensible problems which are really difficult and challenging to deal with, so finding more ways of overcoming them would be the best thing for all those involved in the modern educational systems. Sharing and exchanging are the best way the educators may be helped and supported so, by using these platforms we could do this and also keep in touch with our partners and getting in touch with others interested in the idea. Briefly, we plan to use them as follows: Preparation: for finding appropriate partners, having the same interests and problems, communicating with them, finding useful information about their schools and their previous experience in European programs Implementation: for permanent communication, in organising the activities, sharing information and examples of good practice, posting photos, videos, tutorials, instructions on making different activities, ideas Follow-up: the final page and form of the project, dissemination of the project, multiplication activities, collections of final products and tutorial, ideas, further communication and feedback

Production of Project Results

Do you plan to produce project results in your project?

No



Multiplier Events

Do you plan to include multiplier events in your project?

No

Learning, Teaching, Training Activities

Do you plan to include learning, teaching or training activities in your project? Yes

Activities Summary

In case you plan to include learning, teaching or training activities please encode them here.

| ID | Activity Title | Leading Organisation | Country of venue | Start period | N° of Participants | N° of Accompanying Persons | Total Grant |
|----|--|---|------------------|--------------|--------------------|----------------------------|-------------|
| C1 | A revival of our ancestors' world through modern technology | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 Greece) | Greece | 2022-03 | 15 | 6 | 16247 |
| C2 | A Digital Testimony of who we are and where we come from | IES VALLES DEL LUNA (E10165497 Spain) | Spain | 2022-10 | 15 | 6 | 17507 |
| C3 | A Snapshot of the Joy of life through dance, music, food and art. | LICEUL TEORETIC "PAVEL DAN" (E10120118 Romania) | Romania | 2023-10 | 15 | 6 | 16912 |
| C4 | Staying together beyond time and space boundaries through digital technology | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 Italy) | Italy | 2024-03 | 15 | 6 | 15652 |

Background Information

How will these learning, teaching or training activities help achieving your project objectives?

PROJECT OBJECTIVES: 1. Reduce discrepancies related to access to education of the students coming from disadvantaged backgrounds. Output indicator- the number of students which have low ICT and technologies competences Target – number of students decreasing by 20%, measured by the average annual grade All LTTs are organised in such a way as to contain different types of activities that are designed and meant to involve and bring together students belonging to different backgrounds, students with medium to high competences in language and ICT alongside with students with minimum or very low such skill in order to make them help each other, cooperate, take advantage of the others' competences, abilities, skill and even talents (such as drawing, knowledge in the topic of the project- cultural heritage, traditions and customs). In this way, students coming from disadvantaged backgrounds will have the chance to put their own knowledge and talents into value while also learning what they lack from the others. They will feel appreciated, accepted and will become more confident in their own abilities and therefore in school itself. 2. Develop digital competences of the students and teachers in all partner schools by exploiting the opportunities provided by digital technologies. Output indicator – the number of teachers and students using ICT in the teaching/ learning process Target- increasing the number of teachers and of students using ICT by 15% measured by questionnaires applied at the beginning and ending of the project, online quizzes Each LTT has at least one activity which involves using digital technology, learning and developing digital competences and using different digital applications in making the products of the project. C1- Greece- . Uploading the materials on the site 2.Using apps to work on images and videos- video and photo editors: Photoshop, Paint, VMV, Pow ton, etc 3. Useful apps for making a quiz or a poll- google forms, survey monkey, survey planet, etc C2- Spain- making a virtual museum - uploading digital materials, making Presentations using PPT, Prezi, making a digital map of historical events using Mapme C3- Romania- media content, e-book of traditional food recipes, video tutorials of crafts and recipes, creating the project course and materials on the e-learning platform ReteauaEDU.ro, posters and flyers using Jamboard, Padlet, Microsoft Publisher C4- Italy- making media content, upload on the e-learning platform ReteauaEDU.ro, making digital books of historical stories made with StoryJumper, Animaker 3. Develop the students' civic attitude, tolerance, mutual respect, acceptance and resilience -all LTTs have activities like workshops, group work and even socialising ones in which a great variety of students will be involved: students belonging to different religions, social backgrounds, ethnic groups (minorities, migrants), nationalities, students with health problems and disabilities working together, helping each other and sharing in order to help them develop social and civic competences and soft skill such as mutual respect, acceptance, mutual support, tolerance, empathy and friendship. 4. Improve student's school results based on the development of the eight key competences First off, the priorities and the topics of the project provide a meaningful and resourceful blend of traditional and modern by bringing together traditions and customs, cultural heritage as part of developing cultural awareness and diversity on the one side and the digital component meant to help us preserve them and pass them over to the next generation. The varied types of activities are to develop civic and social competence, not to mention the language that makes communication possible all the way, MAST by using technology, learning to learn by searching and getting informed for the topics, sense of initiative by encouraging them to organize shows, exhibitions, the site and to promote them.

How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

Each planned Learning, Teaching and Training activity has been selected with a precise purpose, that of providing participating teachers and especially students with good and appropriate opportunities and activities which will definitely help them develop actual competences, skills, abilities and moral and social values. Each planned activity is meant to be organised in each of the partner schools because we truly believe, that this way we will be able to actually get in touch with, know, discover, share and appreciate their own cultural, historical heritage, specific traditions and customs. Moreover, bringing students together and encouraging them to work as a team, to plan and organise activities, to gather and share both useful and specific information related to the topic will obviously offer them very good opportunities to know each other, to interact, to appreciate and value each country's cultural richness and beauty. Practical arrangements, selection, preparation and support: -establishing a specific theme for each Learning, Teaching and Training activity - deciding on specifically oriented activities during each meeting- contents, resources, timing, responsibilities, means of evaluation and monitor -organising preparing activities for each activity in each of the partner schools (ICT and language preparation) -gathering necessary information and data -doing research on the topics All these will be done according to the content of each LTT and of the specific activities that will be performed during it -workshops and different activities of

the kind related to the main topic of the activity -selecting participants, both teachers and students according to the project targets, objectives and aims. There will be a transparent selection based on the Selection procedure we have agreed on together at the beginning of the project -ensuring that participant teachers and students meet the necessary language skill to manage to communicate, interact and participate in the activities -organising training sessions on language skills -getting informed about the participants special needs, health problems, medication, restrictions if any- through face to face discussions with the students themselves and their parents. Here we will also appeal to the Risk Management procedure in order to avoid and overcome any risks related to the participants or their transport or accommodation. -getting informed in advance about travel and accommodation opportunities and choosing the safest and most comfortable ones -talking to students' families and letting them know about all the details. All communication related to the activities and the participants and all the activities regarding students' and teachers' selection will be very transparent and open. Everyone will be clearly informed and provided with all necessary information, criteria and details so as there will be equal chances for everyone, displayed in the Erasmus corner in each school, on school website and the project page/ site, during the teachers' meetings, parents' meetings and in classes. -checking the state of the Pandemic context of the host and guest countries in advance, before making final travel and accommodation arrangements -checking the restrictions or conditions of the host country before making final arrangements -contracting full travel insurances for all group members which will cover any possible risks including luggage loss, hospitalisation or even death

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

We do not intend to offer the participants any European acknowledged certificates or rewards but we do want to offer those involved in the activities, teachers and students certificates of participation in different types of activities, certificates of appreciation for their contribution to the development, organisation and implementation of the project and even recognition or certificates for the ICT courses that we will organise with the support of our associate partner- Pro Arta Association through the e-learning platform ReteauaEDU.ro powered by Moodle. Students' progress due their participation in the project activities will be rewarded with grades in their ICT and language classes or by having their works promoted and appreciated/ voted on the site/ platform of the project.

Activity Details (A revival of our ancestors' world through modern technology)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

| | |
|--|--|
| LTT ID | C1 |
| Activity Title | A revival of our ancestors' world through modern technology |
| Activity Description (including profile of participants per organisation, goals and results of the activity) | 1. Day 1: - Travelling to the meeting venue (guest partner schools) 2. Day 2: - Project Meeting Opening Ceremony (host) - Introducing the partner schools, presentations of partner schools (host school) |

and partner schools) - Talk to me! (getting to know each other, icebreakers, survival language skill-games) (host and partner schools) - Presentation of the city/ region where the project meeting is being held (host) 3. Day 3, 4, 5 will each have the three activity types as listed below, following the main theme of the respective meeting project: (host partner school and guest partner schools) - One ICT activity in the form of a webinar/ ICT lab working session/ seminar. Teme: 1. Uploading the materials on the site 2.Using apps to work on images and videos 3. Useful apps for making a quizz or a poll. - One activity on the topic of traditions/ heritage/ common European values, in which students use the experience gained in the previous ICT activities and apply their know-how in order to make the products of the project. Topics: 1. Create media content through which we want to transmit elements of all project participants' cultural heritage to posterity, to rediscover patriarchal world with its unwritten laws, family and community cult that we belong to. 2. Digital presentations will present traditions and customs specific to partner countries, while the virtual museum will display specific heritage objects. They will be provided with subtitles or descriptions in English. 3. Some of the audio-video recordings will present interviews with local people who will share popular songs, ballads or poems, traditions or customs related to different religious celebrations (Christmas, Easter) or essential moments in people's life (birth, christening, wedding, funerals) - One activity in the form of contests/ quizzes/ games/ workshop/visit, connected to the theme of the respective project meeting. - Topic: 1. Workshop- sayings and proverbs in each partner' folk 2. Role-play- Spring customs in each partner country 3. Visit at the museum 4. Day 6 - Presentation of students' products in the form of a seminar/ working session/ exhibition/ presentation of multimedia materials (all partners) - Evaluation and feedback (all partners) - Awarding participation certificates/ diplomas (host to students and teachers involved in the project activities) - Project Meeting Closing Ceremony (host) 5. Day 7 - Travelling day for the guest partners. - Methodology All activity will embody traditional with a modern note and will record elements of each country's traditions and customs. We think that these actions will considerably contribute to the development of the European key competences: digital, learning to learn, social and civic, entrepreneurship, linguistic, technical/science. 3.Results: -effects on students: better knowledge related to the topic, better ability in practical applications, solidarity, openness to other cultures and points of view, understanding of the value of human rights and of own identity in local, national and European context, understanding of processes that lead to discrimination, development of intercultural experiences; social inclusion and cohesion; equal chances to education; cooperation and tolerance 4.Products: digital products (interviews, photo albums, tutorials, virtual museum) -a revival of patriarchal world by means of modern technology-each partner will bring materials: photos, videos, tutorials and host country will put them together in the final

products Activities included in this topic will be naturally included in the process of learning, without disturbing school programme. Students from other countries will take part in the ICT, language, History, Geography, Art and craft, Music classes, in order to team up with the local students and contribute to the final products, sharing their own experiences.

| | |
|-----------------------------|-----------------------------------|
| Country of Venue | Greece |
| Start period | 2022-03 |
| End period | 2022-03 |
| Duration (days) | 5 |
| Participating Organisations | E10120118 , E10165497 , E10090294 |

Activity Budget

| Budget Items | Grant |
|--|--------|
| Travel Support | 5 705 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 10 542 |
| Inclusion Support | 0 |
| Linguistic Support | 0 |
| Total Activity Grant | 16 247 |

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

| Group ID | Sending organisation | Type of participant | Number of participants | Number of accompanying persons | Duration of activity excluding travel | Green travel | Distance bands | Travel days | Total duration | Grant |
|----------|--|---------------------|------------------------|--------------------------------|---------------------------------------|--------------------------|----------------|-------------|----------------|-------|
| 1 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 500 - 1999 km | 2 | 7 | 5439 |
| 2 | IES VALLES DEL LUNA (E10165497 - Spain) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 2000 - 2999 km | 2 | 7 | 6034 |
| 3 | Istituto Comprensivo Statale "Torelli - | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 100 - 499 km | 2 | 7 | 4774 |

Fioritti"
(E10090294 -
Italy)

Group 1

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 925 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 5 439 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 500 - 1999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 275 |
| Total Travel Grant | 1 925 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 2

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 2 520 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 6 034 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 2000 - 2999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 360 |
| Total Travel Grant | 2 520 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |

| | |
|----------------------------------|-------|
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 3

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 260 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 4 774 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 100 - 499 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 180 |
| Total Travel Grant | 1 260 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---------------------------------|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |

| | |
|---|----------|
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Activity Details (A Digital Testimony of who we are and where we come from)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

| | |
|--|---|
| LTT ID | C2 |
| Activity Title | A Digital Testimony of who we are and where we come from |
| Activity Description (including profile of participants per organisation, goals and results of the activity) | <p>1. Day 1: - Travelling to the meeting venue (guest partner schools)</p> <p>2. Day 2: - Project Meeting Opening Ceremony (host) - Introducing the partner schools, presentations of partner schools (host school and partner schools) - Talk to me! (getting to know each other, icebreakers, survival language skill-games) (host and partner schools) - Presentation of the city/ region where the project meeting is being held (host)</p> <p>3. Day 3, 4, 5 will each have the three activity types as listed below, following the main theme of the respective meeting project: (host partner school and guest partner schools) - One ICT activity in the form of a webinar/ ICT lab</p> |

working session/ seminar. Topics: 1. Creating a virtual/ online museum 2. Organising the sections of a virtual museum 3. Photo editing and video editing in order to upload the files for the virtual museum. - One activity on the topic of traditions/ heritage/ common European values, in which students use the experience gained in the previous ICT activities and apply their know-how in order to make the products of the project. Topics: 1. Create media content through which we want to transmit elements of historic past of all partners, important historic figures and events 2. Editing interviews with history experts and folk experts of each partner country. Preparing materials to be uploaded on the site of the project and into the virtual museum using the apps Vmv, Powton, Canva, Padlet. 3. Map drawing: The map of historic events using the Mapme App. One activity in the form of contests/ quizzes/ games/ workshop/visit, connected to the theme of the respective project meeting. Teme: 1. Contest: Who is that person? Name the character. Students in mixed teams formed of one representative from each partner school will answer the questions about important political figures in the history of each country. 2. A visit to the history museum. 3. Workshop on Story Jumper, Animaker. 4. Day 6 - Presentation of students' products in the form of a seminar/ working session/ exhibition/ presentation of multimedia materials (all partners) - Evaluation and feedback (all partners) - Awarding participation certificates/ diplomas (host to students and teachers involved in the project activities) - Project Meeting Closing Ceremony (host) 5. Day 7 - Travelling day for the guest partners. Methodology All activities will embody traditional with a modern note and will record elements of each country's traditions and customs. We think that these actions will considerably contribute to the development of the European key competences: digital, learning to learn, social and civic, entrepreneurship, linguistic, technical/science. Results: -effects on students: better knowledge related to the European history, better ability in practical applications, solidarity, openness to other cultures and points of view, understanding of the value of human rights and of own identity in local, national and European context, understanding of processes that lead to discrimination, development of intercultural experiences; social inclusion and cohesion; equal chances to education; cooperation and tolerance Products: digital products (interviews, photo albums, tutorials) -a revival of national history by means of modern technology-each partner will bring materials: photos, videos, tutorials which will be integrated as final products Activities dealing with this topic will be naturally included in the process of learning, without disturbing school program. Students from other countries will take part in the ICT, language, History, Geography, Art and craft, Music classes, in order to team up with the local students and contribute to the final products, sharing their own experiences.

Country of Venue

Spain

Start period

2022-10

| | |
|-----------------------------|-----------------------------------|
| End period | 2022-10 |
| Duration (days) | 5 |
| Participating Organisations | E10120118 , E10008933 , E10090294 |

Activity Budget

| Budget Items | Grant |
|--|--------|
| Travel Support | 6 965 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 10 542 |
| Inclusion Support | 0 |
| Linguistic Support | 0 |
| Total Activity Grant | 17 507 |

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

| Group ID | Sending organisation | Type of participant | Number of participants | Number of accompanying persons | Duration of activity excluding travel | Green travel | Distance bands | Travel days | Total duration | Grant |
|----------|---|---------------------|------------------------|--------------------------------|---------------------------------------|--------------------------|----------------|-------------|----------------|-------|
| 1 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 2000 - 2999 km | 2 | 7 | 6034 |
| 2 | Istituto Comprensivo Statale "Torelli - Fioritti" (E10090294 - Italy) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 500 - 1999 km | 2 | 7 | 5439 |

| | | | | | | | | | | |
|---|---|----------|---|---|---|--------------------------|----------------|---|---|------|
| 3 | LICEUL TEORETIC "PAVEL DAN" (E10120118 - Romania) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 2000 - 2999 km | 2 | 7 | 6034 |
|---|---|----------|---|---|---|--------------------------|----------------|---|---|------|

Group 1

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 2 520 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 6 034 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 2000 - 2999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 360 |
| Total Travel Grant | 2 520 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 2

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 925 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 5 439 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 500 - 1999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 275 |
| Total Travel Grant | 1 925 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |

| | |
|----------------------------------|-------|
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 3

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 2 520 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 6 034 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 2000 - 2999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 360 |
| Total Travel Grant | 2 520 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---------------------------------|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |

| | |
|---|----------|
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Activity Details (A Snapshot of the Joy of life through dance, music, food and art.)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

| | |
|--|---|
| LTT ID | C3 |
| Activity Title | A Snapshot of the Joy of life through dance, music, food and art. |
| Activity Description (including profile of participants per organisation, goals and results of the activity) | <p>1. Day 1: - Travelling to the meeting venue (guest partner schools)</p> <p>2. Day 2: - Project Meeting Opening Ceremony (host) - Introducing the partner schools, presentations of partner schools (host school and partner schools) - Talk to me! (getting to know each other, icebreakers, survival language skill-games) (host and partner schools) - Presentation of the city/ region where the project meeting is being held (host)</p> <p>3. Day 3, 4, 5 will each have the three activity types as listed below, following the main theme of the respective meeting project: (host partner school and guest partner schools) - One ICT activity in the form of a webinar/ ICT lab</p> |

working session/ seminar. Topic: 1. Learning about editing and video recording 2. Learning about subtitles and applying them to video records, making an e-photo album 3. Making a traditional e-book on the topic of folk food and recipes - One activity on the topic of traditions/ heritage/ common European values, in which students use the experience gained in the previous ICT activities and apply their know-how in order to make the products of the project. Topics: 1. Create media content through which we want to transmit elements of all project participants' cultural heritage to posterity, to rediscover customs related to land work, harvesting, holidays. 2. Folk costumes and folk art around Europe, an e-book photo album Exhibitions of folk costumes and traditional craft objects made with the help of many students with low school results in order to make them feel useful and attracted to school will be done. Students coming from rural areas will collect information from their grandparents, share them with the others and together organise material, translate it into English and create digital tutorials on "how it's made". E -book of traditional food recipes from each partner countries will be uploaded on the site, together with tutorials on how the food is made. Creating a cooking book with grandma's recipes will involve a number of students with drawing or graphic talent and some of these students come from disadvantaged backgrounds. Culinary art will be rediscovered by recreating recipes specific to each country involved in the project. - One activity in the form of game/show, connected to the theme of the respective project meeting. Learning a specific type of folk dance by organising shows with folk dancers and singers especially students from rural areas which are closer to traditions. 4. Day 6 - Presentation of students' products in the form of a seminar/ working session/ exhibition/ presentation of multimedia materials (all partners) - Evaluation and feedback (all partners) - Awarding participation certificates/ diplomas (host to students and teachers involved in the project activities) - Project Meeting Closing Ceremony (host) 5. Day 7 - Travelling day for the guest partners. 2. Methodology All activities will involve students (13-16, 300 students with direct and indirect involvement) who will work in teams to make presentations, films or brochures, exhibitions containing art and craft from their grandparents' houses. 3. Expected results Students will work together and develop managerial competences, motivate the others, solve problems, make decisions, negotiate, cooperate to make the final products. Dancers will teach their colleagues to dance or to sing. Students will be taught to appreciate authentic values and the beauty of our ancestors' world and heritage. Products: video-tutorials of traditional recipes, e-book recipes, exhibition of folk costumes, craft objects in a European stall on the school hall, e- photo album, Methodological guide for teachers (containing suggestions on developing activities on the theme of the project).

Country of Venue

Romania

| | |
|-----------------------------|-----------------------------------|
| Start period | 2023-10 |
| End period | 2023-10 |
| Duration (days) | 5 |
| Participating Organisations | E10008933 , E10165497 , E10090294 |

Activity Budget

| Budget Items | Grant |
|--|--------|
| Travel Support | 6 370 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 10 542 |
| Inclusion Support | 0 |
| Linguistic Support | 0 |
| Total Activity Grant | 16 912 |

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

| Group ID | Sending organisation | Type of participant | Number of participants | Number of accompanying persons | Duration of activity excluding travel | Green travel | Distance bands | Travel days | Total duration | Grant |
|----------|--|---------------------|------------------------|--------------------------------|---------------------------------------|--------------------------|----------------|-------------|----------------|-------|
| 1 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 500 - 1999 km | 2 | 7 | 5439 |
| 2 | IES VALLES DEL LUNA (E10165497 - Spain) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 2000 - 2999 km | 2 | 7 | 6034 |
| 3 | Istituto | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 500 - 1999 km | 2 | 7 | 5439 |

Comprensivo
Statale "Torelli -
Fioritti"
(E10090294 -
Italy)

Group 1

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 925 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 5 439 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 500 - 1999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 275 |
| Total Travel Grant | 1 925 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 2

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 2 520 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 6 034 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 2000 - 2999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 360 |
| Total Travel Grant | 2 520 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |

| | |
|----------------------------------|-------|
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 3

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 925 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 5 439 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 500 - 1999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 275 |
| Total Travel Grant | 1 925 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---------------------------------|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |

| | |
|---|----------|
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Activity Details (Staying together beyond time and space boundaries through digital technology)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

| | |
|--|---|
| LTT ID | C4 |
| Activity Title | Staying together beyond time and space boundaries through digital technology |
| Activity Description (including profile of participants per organisation, goals and results of the activity) | <p>1. Day 1: - Travelling to the meeting venue (guest partner schools)</p> <p>2. Day 2: - Project Meeting Opening Ceremony (host) - Introducing the partner schools, presentations of partner schools (host school and partner schools) - Talk to me! (getting to know each other, icebreakers, survival language skill-games) (host and partner schools) - Presentation of the city/ region where the project meeting is being held (host)</p> <p>3. Day 3, 4, 5 will each have the three activity types as listed below, following the main theme of the respective meeting project: (host partner school and guest partner</p> |

schools) - One ICT activity in the form of a webinar/ ICT lab working session/ seminar. Topics: 1. Learning how to use apps for videos/ photos 2. Learning how to use multimedia tools in order to promote common European values 3. Making an e-poster for the project - One activity on the topic of traditions/ heritage/ common European values, in which students use the experience gained in the previous ICT activities and apply their know-how in order to make the products of the project. Topics: 1. Researching about ethnic folkloric heritage, popular architecture, traditions and customs. This way, multiculturalism becomes a form of defining individual identities and of forming solidarity. The purpose of this activity is to help those involved become self- confident and discover passions and abilities, grow values and know themselves better. 2. Protecting and valuing cultural heritage in a multinational Europe. Sharing folk tales, stories, popular wisdom. Multiculturalism becomes a form of defining individual identities and at the same time, of forming solidarity. 3. Non formal learning activities like visiting historical sites have a positive impact on the psychological development of students enhancing their knowledge, abilities and interests. Involving vulnerable children in activities other than those of learning is a necessity in order to achieve their real inclusion and to develop cross-curricular competences. One activity in the form of contests/ quizzes/ games/ workshop/visit, connected to the theme of the respective project meeting. Quiz- about the history and culture of the partner countries Short theatre plays that involve students into acting 4. Day 6 - Presentation of students' products in the form of a seminar/ working session/ exhibition/ presentation of multimedia materials (all partners) - Evaluation and feedback (all partners) - Awarding participation certificates/ diplomas (host to students and teachers involved in the project activities) - Project Meeting Closing Ceremony (host) 5. Day 7 - Travelling day for the guest partners. 2. Methodology Proposed activities will involve students from different ethnic and social communities. Through contests (general knowledge, terminology, common customs), workshops (on past habits, similarities and contrasts in culture and traditions, creativity, painting, sewing, making interviews), cultural artistic activities (shows, theatre plays, historical dramas), visits to cultural sites and places, we intend to reestablish students' self confidence and help them form such abilities needed to become independent and responsible adults. Expected results. Students' cooperation, mutual respect, empathy, the feeling of identity and belonging, acceptance of diversity as well as making community more sensible towards children's needs, socialising with others same age, changing community's perception of families with social problems. Key competences: social, civic, cultural awareness, learning to learn, digital, linguistic. Final products: materials about multi-ethnic traditions and culture: drawings, collages to promote the idea of social and ethnic diversity, photos, short videos to illustrate traditions and customs, crafts and particular elements, songs and poems, digital media.

| | |
|-----------------------------|-----------------------------------|
| Country of Venue | Italy |
| Start period | 2024-03 |
| End period | 2024-03 |
| Duration (days) | 5 |
| Participating Organisations | E10120118 , E10008933 , E10165497 |

Activity Budget

| Budget Items | Grant |
|--|--------|
| Travel Support | 5 110 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 10 542 |
| Inclusion Support | 0 |
| Linguistic Support | 0 |
| Total Activity Grant | 15 652 |

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

| Group ID | Sending organisation | Type of participant | Number of participants | Number of accompanying persons | Duration of activity excluding travel | Green travel | Distance bands | Travel days | Total duration | Grant |
|----------|---|---------------------|------------------------|--------------------------------|---------------------------------------|--------------------------|----------------|-------------|----------------|-------|
| 1 | GUMNASIO AND HIGHSCHOOL OF SKRIPERO CORFU (E10008933 - Greece) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 100 - 499 km | 2 | 7 | 4774 |
| 2 | IES VALLES DEL LUNA (E10165497 - Spain) | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 500 - 1999 km | 2 | 7 | 5439 |
| 3 | LICEUL | Learners | 5 | 2 | 5 | <input type="checkbox"/> | 500 - 1999 km | 2 | 7 | 5439 |

TEORETIC
"PAVEL DAN"
(E10120118 -
Romania)

Group 1

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 260 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 4 774 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 100 - 499 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 180 |
| Total Travel Grant | 1 260 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 2

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 925 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 5 439 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 500 - 1999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 275 |
| Total Travel Grant | 1 925 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |

| | |
|----------------------------------|-------|
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Group 3

Group Budget Summary

| Budget Items | Grant |
|--|-------|
| Travel Support | 1 925 |
| Green Travel Support | 0 |
| Exceptional Costs for Expensive Travel | 0 |
| Individual Support | 3 514 |
| Inclusion Support | 0 |
| Total Activity Grant | 5 439 |

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Travel support

| | |
|--|--------------------------|
| Green travel | <input type="checkbox"/> |
| Distance Band | 500 - 1999 km |
| Exceptional costs for expensive travel | 0 |
| N° of Participants | 7 |
| Grant per Participant | 275 |
| Total Travel Grant | 1 925 |

Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

| | |
|---------------------------------|----------|
| Type of participant | Learners |
| N° of Participants | 5 |
| Duration per Participant (days) | 7 |

| | |
|---|----------|
| Grant per Participant | 406,000 |
| Total (for Participants) | 2 030,00 |
| N° of Accompanying Persons | 2 |
| Duration per Accompanying Person (days) | 7 |
| Grant per Accompanying Person | 742 |
| Total (for Accompanying Persons) | 1 484 |
| Total Individual Support Grant | 3 514 |

Inclusion Support

| | |
|--|---|
| Number of participants | |
| Number of participants for inclusion support | 0 |
| Inclusion support for organisations | 0 |

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Inclusion Support

| ID | Organisation | Country of the Organisation | N° of Participants eligible for real costs under inclusion | Description and Justification | Requested Grant (EUR) |
|-------|--------------|-----------------------------|--|-------------------------------|-----------------------|
| Total | | | | | ,00 |

Exceptional Costs

| ID | Organisation | Country of the Organisation | Description and Justification | Expected real cost (100%) | Requested Grant (80%) |
|-------|--------------|-----------------------------|-------------------------------|---------------------------|-----------------------|
| Total | | | | | ,00 |

Follow-up

Impact

What is the expected impact of the project on the participants, participating organisations, target groups and other relevant stakeholders?

As the 4 partner countries have common cultural and linguistic elements (Romania, Italy and Spain are all countries of a Latin origin, speak neo Latin/ Romanic languages, while old Greek words were inherited by all Romanic languages) and Roman- Greek civilisation represents a common factor and a bond between partner countries, our project wants to create some innovative learning contexts which are meant to preserve each country's cultural identity and its integration in the European cultural heritage, by involving some students coming from different cultures, environments and religions. On the long term, the schools involved in the project will contribute to the increase of the quality of educational process, to a revival of didactic methods and methodology through modern technology, to the development of the 8 key LLL competences through experiential learning in formal and non formal contexts, to the decrease of school failure. Students belonging to disadvantaged environments who are involved in the project will be engaged in school actions in the future as well and will share what they have learnt during the project with their schoolmates but also with the ones who are going to take part in our institutions future partnerships. We truly believe that all partner schools participation in this project will lead to an increase in students' motivation to come to school as well as to an increase in their school results for they have been given the chance to feel appreciated and useful. For young people/ learners taking part in project they will: - Be more knowledgeable of themselves, overcoming their social barriers and motivation towards opportunities out of their comfort zone - Be able to expand in self-knowledge and confidence - Develop their personality, going deeper into their personal skills and needs. - Gain competence in communication and interrelationships - Be able to use technology based learning opportunities - Understand the impact of cross curricular activities and experiential learning opportunities - Get experience in using alternative educational methods, including experiential and digital learning - Gain international knowledge and cultural awareness For organisational staff they will have: - Enhanced their understanding of alternative approaches to education and new skill sets - Learnt skills to help reduce disengagement in education by those who have difficulties with using technology - Helped to support students to gain a holistic approach to education and reduce negative use of technology - Developed non formal education approaches that produce curriculum based outcomes - Developed non formal education technology-based skills - Become more confident to include non-formal methods in their delivery - Developed confidence to embrace aspects of technology within their delivery - Developed scheme of works ideal for disadvantaged students dedicated to helping them enjoy and achieve potential in education - Benefited from new delivery resources/ training. - free online resources to maximise potential within their students with guidance For Partner Schools they will have: - Enabled cooperation between organisations across Europe - Gained experience in European project management; - Gained an understanding of implementing a cross curricular approach to respond to need within their young people - Embedded the use of technology as a learning tool within a range of subjects with confidence - Had the opportunity to develop a European dimension in each of the participating institutions; - Transferred and adapted best education practices, including non formal methods - Benefited from sharing knowledge and experiences with other schools and educational organisations. - Gained experience of participating in a Cooperation Partnership to build online alternative education resources - Become known for innovative approaches within their education delivery within national networks

What is the desired impact of the project at the local, regional, national, European and/or international levels?

Locally: - an increased awareness about the topic of our project and the impact on the pupils involved - increased visibility of participating organisation on local, regional and international level - students have been key to the development and design of the project and produced outputs - a minimum of five local activities/ partner school inspired from the learning and teaching activities have been delivered which will be included in the Methodological guide - teachers involved feel confident they can follow the lesson plan to embed cross curricular alternative learning approaches within their lessons Nationally and internationally: - teachers and education staff will have access to and be confident to use and deliver the methodological plans, ultimately leading to the reduction of students feeling education does not 'fit' with their skills, interests and abilities European wise: - online website and the e-learning platform hosting the guide and all the other project results (e-book collections, virtual museum, digital photo albums, quizzes, videos, tutorials, etc) is live and fully functional to support the project dissemination and sustainability - 20 lesson plans, guidance and support material have been designed and tested with confidence, with materials available online.

How will you measure the previously mentioned impacts?

Performance indicators: 1) The statistics of participants (number of teachers/ education staff involved , students, other staff etc.); 2) Fully functional website for education establishments, which includes lesson plan, support materials and guidance 3) Fully functional e-learning platform hosting the project line- ReteauaEDU.ro, powered by Moodle, which includes all project materials and results (e-book collections, virtual museum, digital photo albums, quizzes, videos, tutorials, etc) as well as the discussion forums traffic 4) Video footage, photos etc. describing the activities, benefits and learning outcomes 5) 80% of the participating students feel more encouraged to learn in other contexts and respond to learning from non formal approaches not just formal teaching and learning methods 6) At least 80% of the teachers participating in the trial activities of the project find it useful and are keen to look at cross curricular, digital and alternative learning approaches 8) At least 20 created lesson plan trialled by the partnership 9) Participating students are rewarded with participation certificates for getting involved in the project activities -increased number of students and teachers taking part in activities, acknowledgement of community problems -a greater number of parents involved in organisation and financial support -better cooperation among students from different environments, religions -more collective school activities: shows, contests, exhibitions, clubs, volunteering -positive feedback from students coming from disadvantaged environments -qualitative and interesting materials made during the project -increased number of learning activities based on national heritage as an integrative way of learning -Cross curricular approach during classes-team/ group teaching or integrated workshops -Student' satisfaction questionnaires -Photos and videos showing students' curiosity and interest in making the materials using modern and innovative methods and methodologies- research, group work, interviewing, investigating the past -increased number of school activities, workshops using topic materials realised during the project -Proposals and curricula for future cross-curricular optional classes -increased number of students that will participate in folk shows where they can value their knowledge, skills and talent -The number of viewers, visitors and likes of the Project site, Facebook page showing their appreciation, interest in the materials and activities -The number of downloads of materials on the site which will demonstrate how interesting they are for the others -The photo/ video albums, recipe book, virtual museum, project exhibition -The school folk group in each partner school and their shows - digital:digital photos and videos, e-learning platform use, site, use of applications, virtual museum -communication-permanent oral and written communication, subtitles, bilingual recipe/ legends/ story books -social and civic-students developing motivation; involvement of students from disadvantaged environments,feeling of self confidence and esteem,cooperation, solidarity, acceptance, support and respect noticed in the pictures -initiative..-managerial skills while planning, making decisions, organising, promoting activities; the increased number of students' activities; others' feedback -cultural..-feeling of belonging, openness to other cultures, pride; the existence of folk groups -learning to learn-doing a lot of research work, investigations, interviews -Maths- creating different art and craft products -A divergent analysis of the involved students' school results before, during and after participating in the project and a comparison with their peers' results. -An increased number of students participating in school contests and cultural/ sport competitions - increased number of students who know, respect and promote common European values reflected in the level of active involvement

Sharing, Promotion and Use of the Project's Results

You are requested to make plans for the sharing and promotion of your project results. Please provide answers to the questions below.

What will be the target groups of your sharing and promotion activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/European/international level and motivate your choice.

Dissemination ensures a high visibility of the project results between the target groups and the the parts interested in extending the impact of the project as well as in the use of its results and outcomes. The actions meant to achieve this purpose contribute to a presentation of the work involved in the project, the share of results among the involved partners and larger community so as everyone can benefit from the effect of the project. The target audience for the dissemination of the program are: Local & regionally sharing through communication channels, newsletters and promotional handouts through teaching networks, Youth work pages on social media, School / college networks, Specialist schools, ReteauaEDU.ro forums and public displays Locally, our main target group is formed by teachers and students aiming at directly benefiting from our designed activities Nationally: We will look to share it at National education conferences, on ReteauaEDU.ro e-learning platform forums and public display visible nationally and in The Republic of Moldova Press

release to education based publications/ websites, Social media groups, Schools bulletins, EU Level: - E-twinning platform, Erasmus linked platforms, Erasmus+ -on more levels and in different ways: Institutional level- in partner schools/ within partnership: -appreciation and feedback got from the teachers and students directly and indirectly involved in the project -Presentations of project themes to students' parents and to the local community -PPT presentations of the LTT mobilities, the activities and their outcomes - exhibition and a presentation of the final products -Guides of good examples and practices to be followed and applied -Professional files, posters and roll ups displayed in the institutions -Products multiplication and their placement in the virtual/ school library -Photos and videos display on school sites- Erasmus section -On schools' Facebook/other social media -At school teachers/Administrative boards/parents' meetings, methodical committees by PPTs, flyers, info bulletins -An Erasmus corner/panel/exhibition on schools' corridors with photos, information, logo, mascot and posters -A data base with the target group of the project -Formal and non-formal discussions with students, teachers and parents- A Book of Impressions -A project diary as a monthly article written by a participant student on schools' Facebook page, or on the project's page Local level -At local/regional meetings of different subject teachers -In local/regional mass media-paper or digital newspapers -regular contacts with mass media, local community and the teachers in other schools -PPTs of the project results and impact at Local/Town Council meetings as part of the status of the learning process -During regional/county manifestations such as symposiums, conferences or competitions of good practices -Informative materials about the project and its results and impact on educational local/regional sites National, European/ international level: -spreading project brochures and flyers -project poster displayed in every partner institution -information about the project, its results and impact on different educational sites: e-Twinning, Erasmus project results platform, Erasmus Gateway, ReteauaEdu.ro, www.didactic.ro , www.slideshare.net , Cluj School Inspectorate projects page, Community projects -a page/site of the project on social media networks- Facebook, Twitter -during national symposium ,Interdisciplinary and cross-curricular approaches in European context', part of the regional project „Education, a passport to success” -articles in school digital magazine „LTPD Magazine”on ReteauaEdu.ro site -articles and examples of good practice in other papers and magazines

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

-At local/regional meetings of different subject teachers -In local/regional mass media-paper or digital newspapers - regular contacts with mass media, local community and the teachers in other schools -PPTs of the project results and impact at Local/Town Council meetings as part of the status of the learning process -During regional/county manifestations such as symposiums, conferences or competitions of good practices -Informative materials about the project and its results and impact on educational local/regional sites National, European/ international level: -spreading project brochures and flyers -project poster displayed in every partner institution -information about the project, its results and impact on different educational sites: e-Twinning, Erasmus project results platform, Erasmus Gateway, ReteauaEdu.ro, www.didactic.ro , www.slideshare.net , Cluj School Inspectorate projects page, Community projects -a page/site of the project on social media networks- Facebook, Twitter -during national symposium ,Interdisciplinary and cross-curricular approaches in European context', part of the regional project „Education, a passport to success” -articles in school digital magazine „LTPD Magazine”on ReteauaEdu.ro site -articles and examples of good practice in other papers and magazines

Who will be responsible for the sharing and promotion activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your sharing and promotion plans?

Each partner school will delegate a member of their team who will be responsible and take care of a good sharing and promotion of the activities. They will prepare materials to be shared within the partnership and will be responsible with posting them on the project website and e-learning platform in maximum two weeks after they have been produced during the specific activities of the project. They will monitor and observe if the materials have been correctly uploaded and are visible and easily accessible by those interested. They will promote them on the main walls or on the forums of the platform or website. They will also promote the activities of the project on the Facebook page of the project or on other public networks and media, providing links to their location on the website so that they can become very easy to access. The persons responsible with this need to have medium to high digital competences, communication competences, be organised and punctual. Resources: -PC and internet access -special place on the project site/ e-learning platform - Video, photos, tutorials, short presentations -Project site -Project e-learning platform -time Each partner will share and promote the activities and the results according to a well supported Plan that has been discussed, agreed on and accepted by all partners in the first Transnational Project Meeting by their own means. Promoting and sharing actions will take place after each LTT and each Project Meeting on the website/ platform or on social media.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing tangible project results, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

Our partnership intendeds to produce a wide range of project products and results such as: - project page on the e-learning platform ReteauaEDU.ro powered by Moodle containing all products and works including forums - project website containing all materials - a practical methodological guide including 20 lesson plans (5 per partner school) - collections of themed e-books (recipes, proverbs, sayings, legends, popular wisdom, historical stories, etc) - videos on the topics of the project - tutorials - virtual museum and exhibitions of historical items, folk/ traditional tools and costumes All these will be free to access by the members of the project teams, the teachers and students in each partner school and by anyone interested and willing to use them on the project website and on the e-learning platform we used to create the course All materials will be considered as Open Educational Resources.

How will you ensure that the project results will remain available and will be used by others?

We will make sure all the project results will be available so that they can be used by others by keeping the website and the e-learning platform of the project going for at least 3 years after the project is finished. The site will contain all the materials, instructions and resources that we have gathered and created during the project and they will be free for anyone interested. The practical methodological guide will be available in both paper form and digital form. Each partner school will make at list 25 copies that will be available at the school library in their institution so that everyone can have access to them and use them. Copies of them can also be taken to the public town libraries or donated to the other schools in town to be used by their staff or others interested. The digital form of the guide will be available on the project website and on the e-learning platform used in the project implementation. Definitely, after the end of the project, some activities will continue to be implemented in all partner schools. For instance, we want the folk show to become a school tradition, the workshops to be integrated in the learning process during counselling, art or optional classes and the activities based on technology to become a natural part of the entire learning process as digital competences are the key of future, modern learning. All final products: virtual museum/library, recipe books, collections, presentations or the site will become supportive materials for future classes and workshops or as examples of good practice and a challenge for students to continue them. The opportunity to disseminate these activities in all teachers' meetings, groups and associations, through the regional project 'Education, a passport to success', by posting them on the e-Twinning page of the project gives us the hope that other schools, teachers and students will get inspired and start using them in their institutions and will attract partners for our future actions so as the educational endeavor will go on. In this way, social inclusion will be a continuous and durable process. By accessing the e Twinning platform we will be given the possibility to identify themes for future projects and to boost our schools' visibility locally, nationally and internationally. In the same time, all actions will contribute to the increase of the European dimension of our institutions.

If relevant, please provide any other information you consider appropriate to give a full understanding of your sharing and promotion plan and its expected impact (e.g. how you have identified which results are most relevant to share and promote; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The online resource of our project will be available after the EU Funding ends. Sustaining this would be only through hosting costs for the website which could be paid for up to 3 years after the project finishes monitored by the website developer. However, the partnership may agree to a life span lower than 5 years dependent on a majority vote ad partner buy in. We are hopeful the strategic partnership will remain in communication and that there could be follow up projects and connections after the project has been completed. Sustainability is the key element to allow successful results and it is approached in the activities since the project's beginning. This program is linked to achieving health and well being for young people and promote positive progression and aspirations which reflects back into the local communities and also has an impact on families, in schools with positive impact and life changes. We intend to keep the resources provided by the partnership available for the participants in the partner schools, for the other teachers and students in partner schools and for anyone else interested as follows: -keeping and maintaining the site of the project for at least two more years- we are planning to pay for the domain in advance from PM funding -keeping and maintaining the project page on the e-

learning platform ReteauaEDU.ro for at least two more years -finding new opportunities to start and implement further projects on e-twinning -by continuing to organise folk shows in partner schools meant to promote and keep traditions and customs alive -by continuing to organise the Tradition Day, once a year -by sharing all the materials and making them free to access we intend to make them part of the actual teaching-learning- evaluation process as a wide valuable range of resources -all results and competences that the teachers and students have gained during the project will be acknowledged in their future activity, paths and development and will lead to an increased level of the educational process

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.
The maximum number of all attachments is 100.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative, and attach it here.

| File Name | File Size (kB) |
|--|----------------|
| DOH -Declaration On Honour Pavel Dan.pdf | 2442 |
| Total Size (kB) | 2442 |

Mandates

Please download the Mandates, have them signed by the legal representatives and attach them here.
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

| File Name | File Size (kB) |
|------------------------|----------------|
| Total Size (kB) | 0 |

Other Documents

Please attach any other relevant documents. Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details [here](#)

| File Name | File Size (kB) |
|------------------------|----------------|
| Total Size (kB) | 0 |
| Total Size (kB) | 2442 |

Checklist

Before submitting your application form to the National Agency, please make sure that:

- ☒ It fulfills the eligibility criteria listed in the Programme Guide.
- ☒ All relevant fields in the application form have been completed.
- ☒ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: RO01 - Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Participant Portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).

History

| Version | Submission time (Brussels time) | Submitted by | Submission ID | Submission status |
|---------|---------------------------------|-----------------------------|---------------|-------------------|
| 1 | 20/05/2021 16:22:51 | GIURGIU DANIELA IOANA | 1252694 | Failed |
| 2 | 20/05/2021 16:22:31 | GIURGIU DANIELA IOANA | 1252689 | Failed |
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