



AZIONE CHIAVE 229 SCHOOL EXCHANGE PARTNERSHIP

Link alla web form commentata

<http://www.erasmusplus.it/wp-content/uploads/2019/02/modulo-KA229-2019-commentato.pdf>

COMMENTI DEI VALUTATORI (Agenzia Naz. Greca) SUL PROGETTO DI ESEMPIO PUNTI DEBOLI

▶ RELEVANCE (motivazione, obiettivi)

Si osserva che non sono stati sufficientemente ricercati i bisogni convergenti di tutte le scuole partecipanti ex ante. Inoltre non c'è una adeguata coerenza tra gli obiettivi e le molteplici attività pianificate.

▶ QUALITY OF THE PROJECT DESIGN AND IMPLEMENTATION

Il programma delle attività è molto buono ma propone una varietà di unità tematiche che potrebbero riferirsi a più progetti.

▶ QUALITY OF THE PROJECT TEAM AND THE COOPERATION ARRANGEMENTS

Nonostante quattro partner siano alla prima esperienza, è chiara la volontà di lavorare in cooperazione con impegno mirato ad implementare il piano di lavoro.

I criteri di scelta degli studenti per le mobilità sono chiari, non altrettanto i criteri per la scelta gli insegnanti.

▶ IMPACT AND DISSEMINATION

L'impatto di tipo quantitativo non è sufficientemente descritto. Manca inoltre la descrizione di impatto specifico sui gruppi vulnerabili e sugli studenti con bisogni speciali.

DA “LIFE IS A ROAD” - PRIORITIES

SCHOOL EDUCATION: **Promoting the acquisition of skills and competences**

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

HORIZONTAL: **Social and educational value of European cultural heritage**

HORIZONTAL: **Social inclusion**

Please describe the motivation for your project and explain why it should be funded.

One of main aim of the partner institutions is that each student achieves mastery of basic skills. However, some students inevitably fail to achieve this, due to a number of factors - lack of interest in the curriculum, home life problems, lack of motivation, non-attendance at school, negative behaviour or simply rejecting traditional teaching methods. Across Europe we encounter mixed-ability classes; there are gifted children and children with special educational needs. Also, especially in regions with many migrants, there are schools with children from different social backgrounds.

Traditional teaching methods often do not offer satisfactory solutions to bridge the gaps among different groups and meet the needs of all learners.

A survey on young teachers noted the need to implement new methodologies and strategies to engage students and encourage their participation. We are all aware that another one of the most important challenges, nowadays, is to build a responsible, knowledge-based society.

The key to educate modern Europeans is the ability of making, building and conserve intercultural relations by taking actions across any kind of borders. Some of the main pillars of the European Union are to keep and protect the diversity of cultures, religions and languages and to provide to European citizens, especially to young people, the basic life skills and competences and a vision for a better world.

The implementation of the project includes important axes, such as education, entertainment, environmental awareness and cultural heritage. Using modern educational tools, students will get to know and appreciate not only their own culture, customs, traditions, but also their partners’.

We are inspired by the European Year of Cultural Heritage (EYCH 2018) and we want to awaken young people in all its forms: tangible, intangible, natural, digital. Based on these axes, we designed and customized our activities to cover all of the above forms. We will motivate our students to seek, to present and to participate, as long as possible, to the activities in each country and will coorganize dissemination activities of the European cultural heritage in each meeting. To achieve our goals we will have as stakeholders the National and local Tourism Offices, the Municipalities, National, Regional or Local Organizations about environment and cultural heritage and Museums.

This project includes schools located in diverse regions with natural surroundings and places of interest which can be a starting point for sharing their cultural heritage. Students and teachers may discover unexpected aspects of their culture to reappropriate them. All the partners see the needs for increased interdisciplinarity cooperation and would like to share ideas and methods.

Martinique wants to benefit from EU-wide and long-term contacts with country partners.

Transnationality is a KEY-word for this project for all partners concerned about an international openness policy.



**What are the objectives you would like to achieve and concrete results you would like to produce?
How are these objectives linked to the priorities you have selected?**

We believe that common problems justify undertaking common actions towards positive changes at partner schools at a transnational level, which is expected to bring about the effect of synergy.

In order to tackle the issues and take advantage of the expected synergy of the partnership, we commonly agree on these transversal objectives:

1. to improve the schools' approaches and teaching methods in 8 key competences education by sharing good practices in all participant schools;
2. to increase children's motivation for learning by using technology regularly to research, study, document, create and develop skills;
3. to improve teachers' skills in providing the appropriate, individualized education for children of different learning abilities, social and ethnic backgrounds;
4. to achieve better learning outcomes for all pupils in a long-term perspective;
5. to promote intercultural competencies and knowledge.

To make our objectives Specific.Measurable.Achievable.Realistic.Timebound., through the commonly planned work the partners intend to:

- O1. promote geographical and historical knowledge about our European Cities and share information with other European schools about their lives, hobbies, culture, city and the country they live in.
- O2. confront the xenophobic attitude which would happen through Art and Civilization Projects, being the best way to ensure the surviving of the European spirit, as it is declared by the EE directives and constitutional documents and to promote the idea of equality of people removing stereotypes and prejudices
- O3. share a vision of a common European identity and citizenship(cultural heritage) by recognizing the hospitality values, now and then, in each country while studying about European and National policies and laws on travelling and hospitality
- O4. prevent social exclusion and enhance social cohesion. Travel and meeting is also the glue to achieve this. The selection of the students that are going to travel is going to be held regardless of their socio-economic status and differences
- O5. encourage long-term cooperation between the schools, exploring the different reasons and ways of travelling and the opportunities of studying and working in Europe in Tourism section
- O6. address Language problems. This will be achieved through CLIL Teaching, E-twinning programs, in-person communication etc and to improve students' foreign language abilities.



How are the planned activities going to lead to achievement of the project's objectives?

“For the things we have to learn before we can do them, we learn by doing them.”— Aristotle, The Nicomachean Ethics

The activities are both building blocks that will lead to accomplishing an objective and yardsticks used to determine how efficiently and effectively the project is completing its objectives and achieving its goals. So, we designed them to meet the objectives of the project by moving on a time scale to cover the specificities of each country. Thus, the five project meetings cover the individual axes:

1st meeting-Breaking the ice- Setting the keystone of the Road

2nd meeting-To know us better-We are the Road

3rd meeting-Investigating the past-Retracing the Road

4th meeting-Facing the present-Stepping on the Road

5th meeting-Dreaming of future-Drawing the Road

In each meeting students will become researchers, analysts, examiners, presenters. But as children who learn through the game, they will take part in experiential learning activities-workshops featuring roles, taking part in quizzes, using amusing ICT tools and having fun in festivities that each country will organize. There are many ways to categorize the activities and tried to put into this program different species, which include: the discovery, the creation and action. Each of these (A)ctivities is associated with corresponding workshops and both together serve our key (O)bjectives Activities related to objects:

A1)Launch competitions for Logo and Mascot-O3

A2)Collect information about our schools and educational systems-O2

A3)Collect information about cities/regions (geographically-historically)-O2

A4)Research on local traditions and customs. Including local cuisine, old professions, special days-O2

A5)Create a Cook book-O4

A6)Research on famous “roads”-O1

A7)Preparation of a Intercultural Calendar“4 Seasons in 5 Regions”-O2

A8)Explore the idea of hospitality in each country-O3-O4

A9)Research on the history of tourism in our countries-O6

A10)Research on Migration/Refugees.Launch a video campaign to change perceptions and attitudes towards refugees and migrants-O3

A11)Photo exhibition. The theme could be 1)Natural Beauties, 2)Historical Remains, 3)Local customs, 4)Important Roads-O-O2-O5

A12)“Adopt a monument” ,talk to experts,contact the authorities.Be aware of the protection and safeguarding of historical heritage sights-O1

A13)Online survey about the topics of each meeting-O2

A14)Creation of brochures to advertise our work-O5-O7

A15)Organize a traditional meal in each country-O4-O5-O7

A16)Work on our final products

A17)Promote Europass-O3-O4

A18)Visit places of interest

A19)Disseminate the project

A20)Create/update the Webpage

A21)Play indoor/outdoor games-O5-O7

A22)Evaluate the meeting/project

A23)Research on how Tourism/Travels appear in Art-O5

A24)Research on jobs/studies in our countries/Europe in the Tourism sector-O4-O6

A25)Research Extreme tourism all over the world/ the Eco-tourism/ Alternative Tourism-O6

A26)Create a virtual company on Tourism sector-O4-O6



Please select up to three topics addressed by your project.

Cultural heritage/European Year of Cultural Heritage

Inclusion - equity

Creativity and culture

Participants

In every school there will be a coordinator supported by the Erasmus+ team and the Headteacher, who will work as a steering Committee, responsible for the smooth development of the project and communication within each school. The whole small sized schools and at least 4 classes in the big sized schools with their teachers of all subjects will directly be involved in the planned activities; among these the participants teachers and/or students to the meetings will be chosen. A special care will be taken to fully integrate the disadvantaged pupils in all the activities. Also groups of parents, associations and other stakeholders will be invited to support the school, to share the project results

and to cooperate with classes and staff especially during the implementation, evaluation and dissemination of the project activities. The Greek school has 45 students and the majority of them (about 40) are going to involve in the project. The Headmaster, who is also the coordinator of the project and a team of 6 teachers of all specialties are going to involve in the project and be the link with the local authorities and the stakeholders. Our assistants, in this effort, will be the Municipality of Volvi, the Management Agency of Koroneia lake, Cultural and parents' Associations and Environmental Centers with which we have already contacted. The Martinican junior high school is a small rural school with 20 teachers in charge of 152 students very far from capital city, airport and all cultural centers. The future participants directly involved in the project will be about 38 from different ethnic and cultural background. The Principal, Mrs Guylène HONORE and a team of language teachers of English, Spanish and Creole are accompanied by Maths and Art teachers along with the school librarian are going to work for the project. At the Polish school the project will ultimately be directed towards about 110 students. As a result of the reform of education primary schools now consist of 8 forms. We will engage 20 of the teachers working in our school so that they include the project activities in their lessons and also the local community, parents, the Polish Tourism and Sightseeing Society through participation in events organised by them; the Silesian Botanic Garden in Mikołów. The Italian school will see the involvement of 6 classes, nearly 120 students, 20-25 teachers, the Headteacher, the parents and the other subjects' teachers of the involved classes, the municipality, the local museums network and different associations. These entities will give an organizational, a didactic and an economical support. The Canarian school will work with 125 students, because they are the compulsory education students, but we have to choose a group of up to 15 students. Although the school is in a metropolitan area, the students come from a marginal suburb and their economical situation is not very good. We will also involve parents and at least 4 teachers in the project and also the direction staff.



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

How will you support these participants so that they will fully engage in the planned activities?

Children with learning difficulties will perform the tasks at their level regardless of the age, especially using ICT programmes they can manage with children facing economic/geographical obstacles will participate in short-time mobilities and all the project events including visits to monuments, companies, institutes -pupils from migrant families will be supported by linguistic cultural mediators - children with health problems and other obstacles will be engaged in activities before, while and after project meeting with regard to their abilities and potential-the special needs teachers from partner schools will bear responsibility for monitoring and adjusting particular project activities to the particular pupils' potential -all the planned activities will be adapted to the most vulnerable groups, in order to make their potential emerge, to foster their self esteem and to make them feel included at every step.

The Greek school has 3 Integration Sections, of 10 pupils with Special Educational Needs (SEN), which follow the model of targeted teaching. They have the support of Special Education teachers and we plan to involve them in the project. Among them 2 students have heavy mental deprivation.

These students will benefit from the project while participating in the activities carried out in our school and in the trips and visit we'll organize in school level. Participation will act as a motivation as well as a reward. Their teachers will help them feel a part of the community and everyone will contribute as much as possible to the implementation of the program. Parents said they would support this effort and they would embrace the project.

Participants with fewer opportunities like Martinique as a RUP(Ultra Peripheric Region) with geographical remoteness from the continent or geographical obstacles.

Because of the very long distance from Europe to Martinique(9 hour-flight) or Martinique to Europe(8 hour-flight) about 8.000Km with a different time zone, we can have less mobilities but we want to make sure Martinican students will get to know their peers at the very beginning of the project and maybe continue with online sessions or Skipe activities.

Many students face learning problems due to poor social environment(lack of ICT at home, isolation from main cultural leisure activities like going to the cinema or the theater and lack of economic perspectives) As the Martinican school is anxious to make sure that all participants will make it, the school itself the Townhall and regional Head Administration will be supporting them.

We will organize activities like fairs selling particular artifacts. The project team will secure that the participation of all individuals will not be blocked by financial problems and in case will give additional funds from sponsors.

The Polish school has 15 students with special educational needs as well as kids with difficult economic and social situation in their familie. Some pupils have physical disabilities, others learning difficulties, like dyslexia. One student suffers from Asperger's Syndrome.

The Polish school's goal is to engage all classes in all activities, especially the children with lower economic status and students with special educational needs as a form of therapy. A team composed of a guidance counselor and a psychologist provides the necessary care for SEN students; a specialized teacher supports the student who suffers from Asperger's Syndrome, to help him to take part in the daily school activities. Students who have learning difficulties have compensatory classes - extra lessons.

The Canary Islands, as Martinique, is a RUP and has got students with economical problems. So, it would be nice if we can get some extra money from the budget, so we can support the travel fares.

We also have got students with learning difficulties. So we can sum up that we have economic obstacles, educational difficulties, geographical obstacles and social obstacles.

In the Canarian school SEN students have a support teacher, but they also participate in standard lessons so they feel integrated in the whole system and avoiding the sense of feeling different.

In the Italian school there will be 25 foreign students, 5 SEN students and 15 students with social or economical difficulties.

In the Italian school the SEN students have a support teacher, who individually follows them. These teachers will help them to take part in the planned activities. These SEN students will be included in the activities through cooperative learning, individual lessons and peer-to-peer learning. Foreign students can have the support of Language and cultural mediators, who are part of the staff and work mainly in Primary school.



Please describe the tasks and responsibilities of each partner school. Explain how you will ensure sound management of the project and good cooperation and communication between partners during its implementation.

Tasks and responsibilities will be shared equally between each partner during the project and according to their competencies and expertise on a voluntary basis along with solidarity and mutual help. As the project coordinator, the Greek partner will have the overall responsibility for the project and will coordinate the project meetings, activities and reassure that the communication between partners and the project is going well. The coordinator has the main responsibility for the progress connected to the activity plan, outcomes, dissemination and sustainability, the budget control and the any kind of support of all partners. They will, also, be in charge for the management of the Twinspace and for uploading the results in the Erasmus+ Project Results Platform. The whole project implementation is based on the idea of consensus and diversity acceptance, so that risks are minimized.

Management responsibilities: All partners are responsible for filling the Mobility Tool, the dissemination of the project, for uploading their work in Twinspace, the promotion of Europass and for the final report. Poland will be responsible for the Evaluation grids of each meeting and for the project evaluation with France. Spain will create and update the Webpage. Poland and France will prepare the meetings' reports. Each hosting country will be responsible for the activities and workshops carried on during the meeting.

Product responsibilities:

- 1)Travel guide (digital Italy and Poland and printed Greece). Title:Teens to teens-travel guide
- 2)Intercultural calendar (digital Poland and printed Greece).Title: Calendar-4 Seasons in 5 Regions
- 3)Cookbook (digital Greece and printed Greece). Title:Taste of Home
- 4)Photos (digital France and printed Greece). Title: Photo Album-Reflections
- 5)Brochures (digital Spain and printed Greece).Title: Brochures
- 6)Mobile application (digital -Greece).Title: MobApp-Life is a road.

A person in each school will be part of the Evaluation Committee to prepare and deliver the assessment plan and will contribute to the redaction of the final report.All schools will take part in planning the mobility activities and the project meetings, all will be responsible for the progress of the project in their country and for the dissemination plan in their school/environment.

In each school there will be an Erasmus+ team which will:

Communicate with all the partners,Organize and update the Erasmus+ corner,Organize the students in teams and share the tasks,Motivate teachers and students,Supervise the progress of the research,Make sure that the presentations meet the agreed criteria,Update the school's webpage,Disseminate the results,Contact local authorities and stakeholders,Control the budget.



Please make sure to include all project meetings, events and activities in the section:

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

To provide transparency within the project and to reduce the risk of misunderstandings on behalf of pupils and parents, we will agree on the common course of action about pupils' selection concerning learning activities' participation. A pupil willing to take part in learning activities will be obliged to meet selection criteria. The participating teachers will be in charge as leaders and will be responsible for the dissemination of the activities and new methodologies within and outside their Institutions. They will be selected according to their expertise in the subjects required and their availability to take active part in the different project phases.

The participant staff will be selected among the teachers of all subjects directly involved in the project activities, including the coordinators and the evaluation committee. The teachers of English of all the school partners will have an important role to support communication and the exchanges of groups of pupils.

General selection criteria for students are related to the following factors: motivation, parental support, personality with open mind, autonomy, academic ability.

Each school's coordinator together with the Erasmus+ team will provide all the necessary agreements in order to favour the best implementation of the meetings and to prevent from awkward situations. All participants, both students and teachers, will be reminded of personal IDs and Health insurance. Teachers and accompany persons will be provided with a safety kit with useful information about the destination Country: maps, phone numbers, including the ones of the Foreign Ministry and Embassies. Students will be given an intensive preparation about the host Country and school; they will be trained in basic/elementary English and they will be informed about their accommodation in families and the work planned in the host school. The host families and the accompanying persons will be responsible for their safety and easy.

The host school will prepare an official invitation, a detailed schedule of the meeting, practical informations about transport and support to deliver two months before to all the partners. Where necessary, an amount of money will be collected by the host school at the beginning of each meeting to deal with specific expenses. The participants will be informed in detail about all the activities they will be involved in during their stay abroad.

The host school will provide for Certificates of attendance for students and teachers.

All the participant teachers and the evaluation Committee will be registered on the eTwinning platform.



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

PRESTARE MOLTA ATTENZIONE NEL COMPILARE LE TABELLE DELLE LTTA A SELEZIONARE CORRETTAMENTE LA TIPOLOGIA DELLE ATTIVITÀ:

- 1. Short-term exchanges of groups of pupils (mobilità studenti + accompagnatori)**
- 2. Short-term joint staff training events (mobilità solo docenti)**

Questo errore comporta il taglio dei fondi per quella attività, cioè di quel meeting

PER OGNI C (LEARNING TRAINING TEACHING ACTIVITY) È RICHIESTA:

Description of the activity (Esempio C1 in questo progetto)

- **Describe the content, methodology and expected results of the activity.**
- **How is it going to be related to or integrated with the normal activities of the involved schools?**

To prepare before the meeting (Activities-Workshops-Objects)

Each country has to:

Suggest one or two logos for the project (A1-O3)

Suggest one or mascot for the project (A1-O3)

Prepare a presentation about the school and the educational system in each country (A2-O2)

Prepare a brief presentation about geography and history of their city (A3-O2)

Create a brochure/poster to advertise each city (A14-O5-O7)

Research about Travel Guides and propose (A16)

Each country will send photos taken by the students and teachers of places of interest in their country (A11-O1 -O2 -O5)

Each country will send 2 traditional recipes which will be in the cook book "Taste of home" (A5-O4)

During the meeting

Students from all countries will vote and choose the logo and the mascot of the project. (A1-O3)

All countries present the schools and our educational system (A2-O2)

All countries present their cities/countries (A3-O2)

Visit of important places (A18)

There will be an exhibition of the brochures and the photos (A14-O5-O7)

All the countries will take part in a traditional dinner where local products of all countries will be presented in a special corner. (A15-O4 -O5 -O7)

Work on our final products (A7-A16)

All students will play indoor or outdoor games (A21-O5-O7)

Complete the assessment grids (A22)

Europass promotion (A17-O3-O4).

As our program is covered under the "umbrella" of producing a travel Guide, visits are an essential part of its completion. In Greece we plan to visit places of interest like the Nymphopetres, the old Redina Castle, the National Park of Coroneia and Volvi lakes and the areas protected by Natura 2000, the Ancient Stageira and the Park of Aristotle in Chalkidiki. There will be a trip following the path of the ancient Egnatia from west to east, from Ancient Pella and Vergina to Amfipoli and Phillipoi. We plan two overnight stays in Thessaloniki to facilitate the arrival and departure of our partners and to visit museums and historical monuments of the city. Finally the Greek school is going to offer a traditional meal, according to local customs while local products of all countries will be presented in a special corner.

But the most important goal to achieve in the first meeting is to weave the web of fellowship, solidarity, cooperation and σέτ the foundations of the success of the project imagined since our first contact.



How is participation in this activity going to benefit the involved participants?

The meeting in Greece will offer the unique opportunity for the participants to travel in the past through visits to archaeological sites and monuments.

At the same time, they will meet the present, which is school reality, tourism development and the vision for a better future.

Steps on the Egnatia Road will be the occasion for discussions, not just about the achievements of the past but also about the responsibility of the present and the dreams for the future.

All the visits will be organized pedagogically and will be framed with workshops to showcase their contribution to the program but also to connect with lessons such as History, Geography, Informatics, Arts and Physics. The workshops will be either outdoor or indoor, with students in transnational groups and will offer them not only knowledge but also fun, while learning the value of cooperation and partnership. Furthermore we are going to organize the details of every meeting (dates-costs-outcomes), we'll decide about the ICT tools we're going to use and about the evaluation, defining the assessment grids and the ways to measure effectiveness of the project and the dissemination. We'll share ideas on the Guide and discuss about our final products.

Customary the first meeting of the program is only with teachers, but we have decided to include students, to give the opportunity of mobility to as many as possible.

FOLLOW UP

Once the project activities are completed, how are you going to assess if the project's objectives have been met?

In progress assessment: We agreed upon the following steps to make sure that our project will be target-oriented and will have impact on the project members and also on the neighboring public. Forms of evaluation planned: regular and effective communication, graphical, verbal and written evaluation tools as interviews, surveys, questionnaires, quizzes, observations sheets, publication of an interim and final report on the website. All partners will be responsible for evaluation. One person per school will form an Evaluation Committee. They will regularly report on evaluation progress to the coordinator and to all partner schools, when each project year will be evaluated. We will evaluate: meeting project objectives, activities, pupils and teachers' engagement, short-term pupils mobility activities, joint-staff training events. The 5 stages of the project correspond with the plan of regular monitoring of meeting the project objectives. At the beginning of every part pupils will take a quiz checking preliminary knowledge and applying knowledge to practice skill, the same quiz will be repeated at the end. At final phase of every stage, there will be self-assessment and tasks assessment surveys providing the complex knowledge about pupils and teachers' performance and the engagement in particular project activities. To achieve pupils' engagement and high level of motivation, we introduce competitiveness: Contests, interactive games/quizzes, exhibitions of pupils work, tools which provide the data for evaluation.

Final assessment: To assess whether the project reaches its objectives we will put in place the following: Qualitative indicators: 70% of pupils will improve their competence in applying knowledge to practice in Literacy, Numeracy and ICT education, 60% of pupils will develop their life skills: problem solving, effective use of technology and the media (increase by 20%), 70% of teachers attending joint-staff training events will apply the knowledge gained to their teaching. Quantitative indicators: quizzes per stage of the project: a quiz before and after each project stage, twenty classes per project year concerning the project activities dedicated to matching transversal skills to basic skills, not less than 60% of pupils scoring better either in external or internal exams/testing, collaborative work project results items: Travel Guide "Teens to teens", MobApp "Life is a road", "4 seasons in 5 Regions" calendar, "Taste of Home" Cookbook, brochures, video, radio show, one quiz before and after the project, exhibitions/photo gallery of the activities/outputs, a final test about the project, a self-assessment sheet of the Guidebook made by the teachers, a report on what extent the partners succeeded in achievement of the foreseen results, the feedback received from the stakeholders, other teachers from other schools, Inspectorate, parents, the number of teachers/students that visit the webpage.



How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

One of the positive effects of European school partnership projects is succeeding to create a dynamic which overcomes the division and the isolation of pathways and classes based on diversity.

European projects give pupils in different subjects (literature, science, technology, economy) the chance to work together on a project which is something they rarely have due to their course choice. Pupils from different classes can take part in a common activity at school or during their mobility with others with different nationality. This creates solidarity and strong bonds. The latter encourages more spontaneous support among pupils and helps improve the school climate. Shared mobility experience and communication with teachers brings pupils and teachers closer. All the material produced and on the project website will be made available after the project and the innovations will also be scheduled in the curriculum for the coming years. The products will be reference structured tools for teachers who intend to innovate their teaching and learning approach. The mobile application will be in use this for continuity of the project and would be available to next years' students to add information.

The brochures will be offered to local & regional public bodies and tourism offices in order will disseminate the impact of regional tourism and to arouse European youngster's interest for the local areas. The celebration of special Days in and outside the schools will become a recurring window on values and rights to share with other schools and the local communities. The Guidebook, the e-book "Famous roads" and the implemented methodologies and the activities related to them will result in response to the needs of the schools and will be a reproducible model of a methodology aimed at discover and give value to each own site/environment, which activates different skills and transversal competencies and foster appreciation and sense of belonging to a homeland.

Teachers will use our methodology, to develop pupil-based approach in teaching and will act as multipliers in their schools with a domino effect.

The Twinspace and the Europass will be useful for the teachers long after the project.

Erasmus+ corner will be continued with the information about all the European projects already done by the schools.

The project activities involve close cooperation with parents' association and local/ regional stakeholders. They will support our project by different means during the whole project (for logistics, expertise, time availability, on basis of content). We believe that the project will prove the value for money and will be recognized by sponsors and authorities, as well.



Please describe your plans for dissemination and use of project results.

-How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?

- Are there other groups or organizations that will benefit from your project? Please explain how.

The purposes for our dissemination plan will be: Familiarize partner schools with project, Raise awareness of the work of the project, Promote the project through the press, Investigate transferability of models, Share experiences of implementing the project outcomes, Promote findings of the project. The target groups within our schools are: pupils directly involved in the relevant project activities, willing to get more practice and extra feedback on their project work, the teachers directly involved in the project interested in very detailed and regularly updated project news, the teachers indirectly involved in the project interested in being abreast of project results, the headmaster willing to keep track of project progress due to his post. The target groups at local/ regional level: the parents of the pupils interested in the project activities either because of their direct engagement in the project or because their need for monitoring and assisting their children in project work, local media, radio, TV the press as a means of communication with the local community, other schools staff and communities to strengthen cooperation and share knowledge, local institutions to gain regional/ local recognition of the project action and sponsorship for the project sustainability and simultaneously provide the institutions with advertising at regional/national/EU level and synergy, local educational/ cultural institutions, local authorities. Within participating schools: communication on the state of progress regarding the project will be organized through frequent announcements (posters, on school website, in school newspapers, electronic school register mail) in order to emphasize the importance of the whole experience and spread the information even to those not involved directly. The staff, the pupils and their parents will also be informed about the project progress at the staff meetings, school assemblies. The pupils and the teachers taking part in project meetings will be responsible for disseminating the results of the meetings, after coming back to school at the staff meetings, with presentations for pupils, the staff and the parents and local authorities. After every meeting, the pupils and the teachers will update Erasmus+ corner with the photos and the brief report of the meeting. At the end of every project year we will prepare and release a project bulletin with a collection of sample activities carried out till then, which will be spread among pupils of the school and also be an integral part of the school promotion. In the local/ regional communities: To enhance visibility of our Erasmus+ project and to make the local population aware of it, the most significant information will be disseminated in the local media, regular interviews with information about the project and the results obtained after its implementation. Stakeholders: The local/regional/national, Associations, Institutions, press and media engaged, Municipalities, Environmental Centers.



STRUMENTO ONLINE PER CALCOLARE LE DISTANZE TRA LE CITTÀ SEDE DELLE SCUOLE PARTNER

1. to calculate the travel costs you need to use the online tool for distance band
https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

You have to digit the **name of your city** and **the name of the city of destination**

Here are the unit costs according to the distances:

UNIT COSTS:

Between 10 and 99 KM:	€	20,00	per participant
Between 100 and 499 KM:	€	180,00	per participant
Between 500 and 1999 KM:	€	275,00	per participant
Between 2000 and 2999 KM:	€	360,00	per participant
Between 3000 and 3999 KM:	€	530,00	per participant
Between 4000 and 7999 KM:	€	820,00	per participant
8000 KM or more:	€	1.500,00	per participant

About Individual support:

STAFF: 106 € per day each

STUDENTS: 58 € per day each

Individual support covers all the duration of the meetings: for example, if the meeting lasts 5 days + 2 traveling, you have to write 7 days for individual support. Then, if the students will be accommodated in families (where possible), you save money to plan more mobilities.

FOR A 2-YEAR PROJECT THE TOTAL BUDGET AVAILABLE IS 33000 X THE NUMBER OF PARTNERS.

6 PARTNERS= 198000

5 PARTNERS= 165000

2 PARTNERS= 66000



GUIDA DEI VALUTATORI: LEGGERE LA PARTE “SCHOOL EXCHANGE PARTNERSHIP”

<http://www.erasmusplus.it/wp-content/uploads/2019/01/2019-Erasmus-Guide-for-Experts-2.pdf>

CRITERI E PUNTEGGI

RELEVANCE (Pertinenza del progetto) MAX 30

Priorità individuate, analisi dei bisogni comuni a tutti i partner, coerenza degli obiettivi con le priorità, obiettivi ben definiti e realizzabili, sinergie con altri settori dell'educazione, risultati innovativi, valore aggiunto rispetto ad altri progetti su cui si basa, valore aggiunto europeo: il progetto non potrebbe essere realizzato da un solo paese (transnazionalità)

QUALITY OF THE PROJECT DESIGN AND IMPLEMENTATION MAX 20

(Qualità e realizzazione pratica)

le attività proposte, metodologia appropriata per raggiungere i risultati, misure per la valutazione, rapporto tra utilizzo delle risorse e risultati, mobilità, misure per la validazione delle competenze

QUALITY OF THE PROJECT TEAM AND THE COOPERATION ARRANGEMENTS MAX 20

(Qualità del partenariato) Partenariato adeguato, ripartizione delle attività che mostra il contributo attivo di tutti i partner, partner nuovi ai progetti europei, in che misura il partenariato coinvolge scuole eTwinning e crea opportunità per promuovere buone pratiche sulla piattaforma, training dei partner che sono nuovi al suo utilizzo, misure di coordinamento e comunicazione tra i partner

IMPACT AND DISSEMINATION (IMPATTO E DISSEMINAZIONE) MAX 30

Qualità delle misure di valutazione dei risultati, impatto sui partecipanti e sulle organizzazioni durante e dopo il progetto, impatto diretto a livello locale, regionale, nazionale e/o europeo, qualità del piano di disseminazione, adeguatezza e qualità delle misure finalizzate a condividere i risultati del progetto all'interno e all'esterno delle organizzazioni, sostenibilità del progetto oltre il periodo di sovvenzione e sue capacità di generare impatto e produrre risultati anche a più lungo termine



COME COSTRUIRE IL BUDGET

You may change the "green" numbers only																
TRAVEL							Individual support									
	UK Watford	teachers	students	total persons	travel cost	total cost of travel	teachers	students	total persons	days	teach/day	stud/day	teach fund	stud fund	total cost of staying	Implementation
C2	To Italy	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	12000
C3	To Germany Solingen	2	3	5	275	1375	2	3	5	7	106	58	1484	1218	2702	
C4	To Creta Malia	2	4	6	360	2160	2	4	6	7	106	58	1484	1624	3108	
C5	To Spain Siviglia	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	
C6	To UK Manchester	2	0	2	180	360	2	0	2	7	106	58	1484	0	1484	
			15			7195		15							13510	
						32705										
TRAVEL							Individual support									
	Italy	teachers	students	total persons	travel cost	total cost of travel	teachers	students	total persons	days	teach/day	stud/day	teach fund	stud fund	total cost of staying	Implementation
C1	To UK Watford	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	6000
C3	To Germany Solingen	2	5	7	275	1925	2	5	7	7	106	58	1484	2030	3514	
C4	To Creta Malia	2	5	7	275	1925	2	5	7	7	106	58	1484	2030	3514	
C5	To Spain Siviglia	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	noi C2
C6	To UK Manchester	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	
			24			9350	0	24	24						17164	
						32514										
TRAVEL							Individual support									
	Germany	teachers	students	total persons	travel cost	total cost of travel	teachers	students	total persons	days	teach/day	stud/day	teach fund	stud fund	total cost of staying	Implementation
C1	To UK Watford	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	6000
C2	To Italy	2	5	7	275	1925	2	5	7	7	106	58	1484	2030	3514	
C4	To Creta Malia	2	5	7	360	2520	2	5	7	7	106	58	1484	2030	3514	
C5	To Spain Siviglia	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	
C6	To UK Manchester	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	
			24			9945		24							17164	

Max
198000
!!!

33109

TRAVEL

Individual support

	Creta	teachers	students	total persons	travel cost	total cost of travel	teachers	students	total persons	days	teach/day	stud/day	teach fund	stud fund	total cost of staying	Implementation
C1	To UK Watford	2	4	6	360	2160	2	4	6	7	106	58	1484	1624	3108	6000
C2	To Italy	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	
C3	To Germany Solingen	2	5	7	360	2520	2	5	7	7	106	58	1484	2030	3514	
C5	To Spain Siviglia	2	4	6	360	2160	2	4	6	7	106	58	1484	1624	3108	
C6	To UK Manchester	2	3	5	360	1800	2	3	5	7	106	58	1484	1218	2702	
			22			10840		22							16352	

33192

TRAVEL

Individual support

	Spain	teachers	students	total persons	travel cost	total cost of travel	teachers	students	total persons	days	teach/day	stud/day	teach fund	stud fund	total cost of staying	Implementation
C1	To UK Watford	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	6000
C2	To Italy	2	5	7	275	1925	2	5	7	7	106	58	1484	2030	3514	
C3	To Germany Solingen	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	
C4	To Creta Malia	2	5	7	360	2520	2	5	7	7	106	58	1484	2030	3514	
C6	To UK Manchester	2	4	6	275	1650	2	4	6	7	106	58	1484	1624	3108	
			24			9945		24							17164	

33109

TRAVEL

Individual support

	UK Manchester	teachers	students	total persons	travel cost	total cost of travel	teachers	students	total persons	days	teach/day	stud/day	teach fund	stud fund	total cost of staying	Implementation
C1	To UK Watford	2	0	2	180	360	2	0	2	7	106	58	1484	0	1484	6000
C2	To Italy	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	
C3	To Germany Solingen	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	
C4	To Creta Malia	2	6	8	360	2880	2	6	8	7	106	58	1484	2436	3920	
C5	To Spain Siviglia	2	6	8	275	2200	2	6	8	7	106	58	1484	2436	3920	
			24			9840		24							17164	

16

33004

1. School Exchange Partnerships

Erasmus+ school-only partnerships have changed to School Exchange Partnerships for 2018. If your school wants to expand its international outlook, improve language learning through real life experience, visit eTwinning partners or start a new partnership with a European school, it's now even easier to arrange exchanges of pupils and staff, through a streamlined application process. Here are some details:

Eligible schools, plus colleges involved in secondary education, **can send groups of pupils on short-term exchanges, accompanied by staff, lasting from three days to two months excluding travel days, instead of the minimum five day period offered before.** For long-lasting partnerships and bigger life experiences, schools can also offer long-term exchanges of between two months and a year for pupils aged over 14.

Schools can send staff on short-term joint training events of three days to two months, excluding travel days, and long-term teaching or training assignments of between two months and one year.

Partnerships must involve a minimum of two and a maximum of six schools, from at least two programme countries.

Funding is limited to **€16,500 per school per year of the project.**

Projects will last between 12 and 24 months, except projects organising long-term exchanges of pupils, which may last up to three years.

Projects should start between 1 September and 31 December 2018.

Distanze			travel c.				travel c.				travel c.				
Savigliano	Watford	980,91	275	Solingen	Watford	521	275	Siviglia	Watford	1646,1	275				
	Solingen	727,04	275		Savigliano	727,04	275		Savigliano	1397,94	275				
	Malia	1835,17	275		Malia	2297	360		Solingen	1846	275				
	Siviglia	1397,94	275		Siviglia	1846,7	275		Malia	2816	360				
	Manchest	1216,37	275		Manchest	683	275		Manchest	1812,32	275				
Watford	Savigliano	980,91	275	Malia	Watford	2743	360	Manchest	Watford	238,16	180				
	Solingen	521,28	275		Savigliano	1835,17	275		Savigliano	1216	275				
	Malia	2743,81	360		Solingen	2297	360		Solingen	683	275				
	Siviglia	1646,1	275		Siviglia	2816	360		Malia	2956,61	360				
	Manchest	238,16	180		Manchest	2956,61	360		Siviglia	1812	275				