

Context

Main objective of the project	Exchange of Good Practices
Project Title	Green World - Happy People
Project Start Date (yyyy-mm-dd)	2020-09-01
Project Total Duration	36 months
Project End Date (yyyy-mm-dd)	2023-08-31
National Agency of the Applicant Organisation	BG01 Human Resource Development Centre (HRDC)
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>

Project Summary

Please provide a short summary of your project. Please recall that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

As cited in European Commission website: "Becoming the world's first climate-neutral continent by 2050 is the greatest challenge and opportunity of our times. To achieve this, the involvement and commitment of the public and of all stakeholders is crucial. Bearing in mind all the above-mentioned and considering the level of environmental pollution at our regions, we decided to develop an Erasmus+ KA2 project with the aim to promote environmental awareness and eco-friendly habits.

There are six organizations /primary and secondary schools/ that will contribute to the project. All of them have experience in promoting eco-awareness. Some of them have experience in Erasmus+ projects.

The project objectives are:

1. Raising eco-awareness and concern about the global climate changes among students and teachers from the participating schools, students' parents as well as among local communities;
2. Developing eco-culture and promoting its importance as a key European value at local, national and international level;
3. Reinforcing the development of digital competences, communication in foreign languages, learning to learn competence, social and civic competences, sense of initiative among the target groups;
4. Developing environmentally-friendly skills and habits that will be beneficial for the participants in the long-term

All the project activities are planned to raise eco-awareness and concern about global climate changes /eco-contests, quizzes, exhibitions, essays and compositions on ecology, song of ecology/. Some activities require the participation of parents, local authorities, recycling companies /charity events, eco-workshops, eco-surveys, concert, debate on environmental problems/. Other project activities require different ICT tools /presentations, e-reports, videoconferences, photo contest/. One of the Learning, Training, Teaching activity is structured around eco-related ICT lessons design. The other three are structured around eco-related CLIL lessons design, inquiry-based eco-projects and the personal contribution to the environment. Moreover, the implementation of the activities will lead to the development of digital competences, communication in foreign languages, learning to learn competence, social and civic competences, sense of initiative among the target groups.

The desired impact of the project could be described as follows:

1. Impact at the local and regional level -the activities are structured in such a way to include students, teachers, parents and local communities as target groups. Being involved in different eco-related activities monthly these target groups will develop consciousness toward eco-related problems as well as eco-friendly habits. The process of collaboration with local recycling companies, local university and city councils will result in development of positive eco attitude among the local communities living in the areas where participating schools are.

2. Impact on national, European and international level - the activities implementation will be shared via local and national medias, project website, project social medias pages/ Facebook, Twitter/, eTwinning, Erasmus+ Project Result Platform. Articles related to the project topic and project activities implementation will be published and presented on national conferences. All the participating schools will share the experience gained during the project activities implementation via eTwinning with their partners. Moreover, the development of project website as well as social medias pages might result in the environmental awareness increase of all the people who will visit project's social medias pages and website. Bearing in mind the fact that the project's topic has been set as an international priority by the European Commission justifies the demand this project to be carried out transnationally. Furthermore, participating schools will be able to compare the impact their own countries could have on the ecology. Caring out the project at an international level will result in the development of sense of European citizenship among the students and teachers involved. Furthermore, the topic of the project is so universal, that by promoting these to our pupils on a regular basis, the effect will be local at first, then regional, European and International.

The most important assets of our project that can ensure its sustainability are the dataset of activities connected to environment and the videos with the examples of good practice. Moreover, good practices in terms of developing eco-friendly attitudes among students, parents, local community will be enriched annually even after the project completion. Consequently by the end of the project, each participating school will continue with the implementation of the eco-related activities and their dissemination at local, national and international level.

Applicant Organisation

Organisation ID	Legal name	Country
E10121066	Sava Dobroplodny	Bulgaria

Partner Organisations

No	Organisation ID	Legal name	Country
1	E10224398	AŞİRET DALCI ORTAOKULU	Turkey
2	E10127759	Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie	Poland
3	E10161129	Agrupamento de Escolas de Pedome	Portugal
4	E10192759	Scoala gimnaziala nr. 1 Hiliseu-Horia	Romania
5	E10241083	Klaipėdos "Vyturio" progimnazija	Lithuania

Project Budget Summary

Budget Items	Grant
Project Management and Implementation	63.000,00 EUR
Transnational Project Meetings	6.120,00 EUR
Learning, Teaching, Training Activities	90.800,00 EUR
Total Grant	159.920,00 EUR

Transnational Projects Meetings

ID	Meeting Title	No. of Participants	Grant
1	Agreeing on project implementation strategy and monitoring	5	3.060,00 EUR
2	Analysing the impact of project implementation. Developing plans for promoting eco-awareness after the project completion	5	3.060,00 EUR
Total			6.120,00 EUR

Learning, Teaching, Training Activities

ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Blended mobility of school learners	12.600,00 EUR	0,00 EUR	12.550,00 EUR	0,00 EUR	25.150,00 EUR
C2	Blended mobility of school learners	9.555,00 EUR	0,00 EUR	12.550,00 EUR	0,00 EUR	22.105,00 EUR
C3	Blended mobility of school learners	8.890,00 EUR	0,00 EUR	12.550,00 EUR	0,00 EUR	21.440,00 EUR
C4	Blended mobility of school learners	9.555,00 EUR	0,00 EUR	12.550,00 EUR	0,00 EUR	22.105,00 EUR
Total		40.600,00 EUR	0,00 EUR	50.200,00 EUR	0,00 EUR	90.800,00 EUR

Budget per Participating Organisation

Organisation	Country of Organisation	Grant
Sava Dobroplodny (E10121066, BG)	Bulgaria	32.385,00 EUR
AŞİRET DALCI ORTAOKULU (E10224398, TR)	Turkey	27.245,00 EUR
Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)	Poland	24.050,00 EUR
Agrupamento de Escolas de Pedome (E10161129, PT)	Portugal	25.610,00 EUR
Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	Romania	23.385,00 EUR
Klaipėdos "Vyturio" progimnazija (E10241083, LT)	Lithuania	27.245,00 EUR

Budget Details per Participating Organisations (Sava Dobroplodny (E10121066, BG))

Budget Items	Grant
Project Management and Implementation	18.000,00 EUR
Transnational Project Meetings	1.150,00 EUR
Learning, Teaching, Training Activities	13.235,00 EUR
Total Grant	32.385,00 EUR

Budget Details per Participating Organisations (AŞİRET DALCI ORTAOKULU (E10224398, TR))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	575,00 EUR
Learning, Teaching, Training Activities	17.670,00 EUR
Total Grant	27.245,00 EUR

Budget Details per Participating Organisations (Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	1.150,00 EUR
Learning, Teaching, Training Activities	13.900,00 EUR
Total Grant	24.050,00 EUR

Budget Details per Participating Organisations (Agrupamento de Escolas de Pedome (E10161129, PT))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	1.520,00 EUR
Learning, Teaching, Training Activities	15.090,00 EUR
Total Grant	25.610,00 EUR

Budget Details per Participating Organisations (Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	1.150,00 EUR
Learning, Teaching, Training Activities	13.235,00 EUR
Total Grant	23.385,00 EUR

Budget Details per Participating Organisations (Klaipėdos "Vyturio" progimnazija (E10241083, LT))

Budget Items	Grant
Project Management and Implementation	9.000,00 EUR
Transnational Project Meetings	575,00 EUR
Learning, Teaching, Training Activities	17.670,00 EUR
Total Grant	27.245,00 EUR

Timetable

Note that Transnational Project Meetings, Intellectual Outputs, Multiplier Events and Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form.

ID	Activity Type	Starting Period	Description
1	Intellectual Output		
2	Multiplier Event		
3	Transnational Projects Meeting	11-2020	Agreeing on project implementation strategy and monitoring
4	Blended mobility of school learners	04-2021	CLIL lessons related to the environment and climate change
5	Blended mobility of school learners	11-2021	ICT lessons related to the ecology
6	Blended mobility of school learners	04-2022	Inquiry-based activities related to the ecology
7	Blended mobility of school learners	11-2022	How can we make the difference
8	Transnational Projects Meeting	05-2023	Analysing the impact of project implementation. Developing plans for promoting eco-awareness after the project completion

Participating Organisations

Please note that the Organisation ID has replaced the PIC as the unique identifier for the organisation to apply for Erasmus+ and European Solidarity Corps actions managed by National Agencies. Organisations that have a PIC and have previously applied for funding in these programmes through the National Agencies have been assigned an Organisation ID automatically. Please use the Erasmus+ and European Solidarity Corps platform to check an Organisation ID, update information linked to it or register a new organisation: <https://webgate.ec.europa.eu/erasmus-esc/organisation-registration>

Applicant Organisation

Organisation ID	E10121066
Legal name	Sava Dobroplodny
Legal name (national language)	
National ID (if applicable)	000921816
Address	бул. "Мадара" 34
Country	Bulgaria
Postal Code	9700

City	Шумен
Website	https://suizku.com/
Telephone	+35954833162
Fax	+35954860533

Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (Sava Dobroplodny)

Title	Dr.
Gender	Female
First Name	Albena
Family Name	Ivanova- Nedelcheva
Position	School Director
Email	mail@suizku.com
Telephone	+35954860533
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (Sava Dobroplodny)

Title	Ms
Gender	Female
First Name	Plamena
Family Name	Ilieva
Position	EFL Teacher; Project coordinator
Email	plamenamarkova@abv.bg
Telephone	+359897965358
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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)

Sava Dobroplodny secondary school is located in the city of Shumen -a council center in North-Eastern Bulgaria. There are 120 teachers and 1348 students of a varied background - lower, middle or upper middle class; about 20 percent belong to minority groups -Turkish, Gypsy, Armenian, Russian; a few of them are at risk of social exclusion. There are also few students with hyperactivity, dyslexia and other special needs. Most of our classes are mixed-ability classes; yet we have special classes with intensive learning of music, foreign languages, choreography, art and ICT. The rate of unemployment is high which makes the region disadvantaged.

The school is a member of UNESCO Associated Schools Network; it is an authorized Cambridge English preparation center. Moreover, since 2015 it is a member of "Bulgarian Music School Union" /SUPRIM/, part of the European Music School Union as well as member of the Associated Teaching Choreography Schools Network /AUPRIH/. Sava Dobroplodny Secondary School students annually took part in different national and international competitions related to music, art, IT, science and foreign languages as follows:

Foreign languages - Creative Writing National Competition; BEST Foundation debates; National Competition at Communicative Skills in English; International Kangaroo Linguistic Contest; Spelling Bee; National Olympiad in English and Russian. There are students who were awarded UNI Camp scholarship as well as YES programme scholarship for studying in the USA. Annually there are students who successfully pass international exams such as FCE, CAE, IELTS.

IT and Science -International Kids Programming Contest /Codeavour/, National IT Olympiad, National IT Contest, International Project Methodology and Information Technologies in Education, National contest "Climate changes and the future of our planet", Seventh Students Scientific Conference of Ecology and Environment. There are students with a particular interest in Science especially Biology, Environmental Studies, Health Care. These students have attended conferences and have their articles on environmental problems published

Music and Art - National contest "Children of Bulgaria sing, draw, dance", International Folklore Festival. Annually, our students take part in more than ten different national music and dancing competitions and receive numerous awards.

Sava Dobroplodny Secondary School has taken part in different projects under the international programmes such as the ESF Human Resource Development Operational Programme; Erasmus+ programme, Ministry of Education Programme

Sava Dobroplodny Secondary School mission is to provide its students with plenty of opportunities for developing their key skills while implementing variety of curricular and extra-curricular activities based on cooperative learning and project-work.

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 organization's policy is to use different resources for developing our students' civic engagement and responsible citizenship. We have experience in participating in Erasmus+ projects and skills obtained and knowledge acquired during the implementation of these projects will be used in the current project as follows:

1. Our KA1 Erasmus+ project "Teaching in a better way" aimed to develop digital skills of participants. Teachers were learning how to integrate computer skills in the teaching process. Advanced computer skills are going to help us to work better on the current project as there are activities planned to develop students' digital competences and to design digital eco-related materials.
2. Our KA1 Erasmus + project "The role of effective teaching" aimed to develop professional competences of Sava Dobroplodny teaching staff. Teachers learnt how to design CLIL lessons, how to assign and evaluate project-work, how to use cooperative learning and inquiry-based learning to develop their students' competences. In the current project CLIL lessons, related to ecology will be designed, students will be assigned environmentally related projects. Obtained knowledge in inquiry-based learning and project-based work will be vital for the implementation of the current project activities.
3. Our KA2 Erasmus + project "Eat well, grow better" objectives were related to healthy way of living and aimed to develop competences in students related to eating habits and physical activities. The project taught students to take care of their health and make them aware with pollution and environmental problems. Focused partially on the environmental problem, this project gave our students only the idea about climate changes and ecological problems but didn't establish any cooperation with environmentally-engaged local companies and authorities in order to foster students' social attitude toward environmental problems and reveal the possibilities to bring their personal impact to this issue.
4. Our KA2 Erasmus+ project "Respect - a value for a life time" aimed to develop students' awareness in terms of showing respect. Students have considered the importance of expressing and receiving respect. We have performed some activities related to the respect that students should express towards nature. Again, it drew their attention to the environmental problems but being only part of project activities wasn't enough to develop deeper understanding of the way we could help ecology.

Some of our students have a particular interest related to the current project topic. These students have attended conferences and have their eco related articles published. For example:

1. Article of Salimehmed Niyazi (student), Veselin Zhechev (teacher) - THE WHITE GOLD OF NORTHEASTERN BULGARIA published in SOCIOBRAINS INTERNATIONAL SCIENTIFIC JOURNAL <http://sociobrain.com/bg/top/Issue+65%2C+January+2020/> ;
2. Article of Veselin Zhechev (teacher), Kaloyan Kavrov (student) , Presiqn Donchev (student) written for the SEVENTH STUDENT SCIENTIFIC CONFERENCE OF ECOLOGY AND ENVIRONMENT
3. Different students have taken part in a written eco-related contest under the Shumen University Faculty of Science
4. Four students have taken part in a National contest "Climate changes and the future of our planet"

Unfortunately, these are only few of our students. Raising awareness among more students and developing long-term positive attitude toward nature as well as fostering students' confidence to contribute to the problem is among our institution priorities.

Key persons involved in the project are able to contribute to the project mainly with their knowledge, skills and competences. As regards to the teachers involved, some of them are teaching Science and Environmental Studies and are competent enough in the project topic. Also, there are teachers that have been taken part in some of the previous projects and have in-depth knowledge in the area of project-work, inquiry-based learning, designing CLIL teaching activities, using ICT tools for learning. Consequently they will contribute to the current project as it involves plenty of activities that require project-work, ICT tools, CLIL and IBT resources. The rest of the teachers have not been taken part in any Erasmus+ project as direct beneficiaries but have been positively influenced by the shared experience during the dissemination activities of our previous projects and are keen to learn, to be part of the new project and to contribute personally to it.

Targeted students group comprises of students that have deeper understanding about the environmental problems and are really concerned about the nature. They will bring their

previous experience and knowledge to the project. But most of the students that will take part are not familiar enough and it is expected during the project activities fulfillment they to develop a sense of personal contribution to help the environment.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2017	2015-1-BG01-KA101-013892	TEACHING IN A BETTER WAY
Erasmus+	2017	015-1-ES01-KA219-015733_6	EAT WELL-GROW BETTER
Erasmus+	2018	2018-1-BG01-KA101-047210	The Role of Effective teaching
Erasmus+	2018	2016-1-CY01-KA219-017317_3	Respect- a value for a lifetime

Partner Organisations

Organisation ID	E10224398
Legal name	AŞİRET DALCI ORTAOKULU
Legal name (national language)	
National ID (if applicable)	732945
Address	Muratçesme Mahallesi Hoş Sohbet Sok. No2 Büyükçekmece
Country	Turkey
Postal Code	34535
City	İSTANBUL
Website	http://asiretdalciortaokulu.meb.k12.tr/
Telephone	+902128634160
Fax	+902128634160

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (AŞİRET DALCI ORTAOKULU)

Title	Mr.
Gender	Male
First Name	Lütfullah
Family Name	ÇİFTÇİ
Position	Headmaster
Email	lutfullahciftci@hotmail.com
Telephone	+905055890330
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (AŞİRET DALCI ORTAOKULU)

Title	Ms.
Gender	Female
First Name	Nevin
Family Name	SADIK
Position	Math teacher
Email	nevinmenekshe@hotmail.com
Telephone	+905374269123
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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 school is in Muratçeşme Neighborhood in Büyükçekmece District of Istanbul. As it is known, Istanbul has become the capital of many empires and is the meeting point of civilizations, cultures and continents. You can enjoy panoramic views of its unique location while strolling through the streets of city. Located in Istanbul, Büyükçekmece is a seaside district on the coast of the Marmara Sea. In addition, Büyükçekmece Lake is one of its natural beauties. During the last 20 years, the city has been hosting tourism and education-related formations. The grand TV tower, Tüyap fair and congress center are one of the most important cultural complexes in Istanbul. Muratçeşme Neighborhood, where our school is located, is in an area that we can describe as semi-rural. Living in a semi-rural area, our students appreciate the importance of keeping nature clean and are taught in eco-awareness. Our school is Aşiret Dalcı public primary school. There are four separate parts in the building of our school. We have a total of 1079 students. Our school has 51 teachers. With the support of all the teachers working in the institution and all the parents of our students, who have understood the importance of education, the best educational service is provided. Our students, who grow up in a non-crowded, rural area, are in healthier than those who live in industrial areas.

In addition to academic achievements, our school has sporting achievements and sport-related awards. Recently, we have managed to get different awards at intelligence games. 30 bicycles were given to our school by the Ministry of Health as part of a national program promoting healthy eating and dynamic life. These bicycles are used by our students at the appropriate times.

Our institution continues its work on different projects both in the district and throughout the province with its young, dynamic staff. Our school operates in many local projects. Our projects are related to the usage of contemporary teaching methods for developing key competences in our students. Also, we have projects that make parents active participants in the educational projects. Our recent projects are: My hope is in the form of Teacher, Parent Academies, Zero Waste, Büyükçekmece Reading, Anatolian Writers projects. In addition, we have three workshops in our school within the scope of Skills and Design workshops. There is a painting workshop, a robotic-coding workshop, a kitchen workshop.

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? Please explain how the organisation brings an essential added value to the project.

One of our school projects aims to develop eco-friendly habits among our students and to make them familiar with the importance of keeping nature clean. It is called "Zero waste". "Zero Waste" is defined as waste management philosophy, which includes avoiding waste, using resources more efficiently, preventing or minimizing waste generation by reviewing the causes of waste generation, and in case of waste, collecting it separately at its source and ensuring its recovery.

According to the Kyoto protocol, which was signed in 1997 and entered into force in 2005, the zero waste project on the agenda for the disposal of waste materials that pollute the natural resources mentioned in the international framework to combat global warming and climate change is also very important to our school. In our school, waste batteries are collected with the help and full participation of our administrators, teachers, students and parents.

By establishing the teacher-student-parent triangle at the end of each year, it is ensured that the used notebooks and books in the houses are recycled. Waste oil storage barrels are provided and the waste oil in the house is collected and delivered to appropriate places. Plastic caps are collected with our teachers, students and parents and delivered to the relevant places.

Key persons involved in this project will be able to contribute to the project in the following way:

Our School Principal Lütfullah Çiftçi holds a master's degree in education management and supervision. He is interested in information technologies, hardware and software. He offers various seminars for teachers and staff. He carries out joint projects with local municipalities. He has comprehensive knowledge in English and Arabic. Having an experience in project management, he will be able to contribute to the implementation of the different activities especially when they require the assistance of local authorities as well as the the project dissemination strategy. Moreover, he will contribute to the activities that require ICT tools as he has advanced knowledge in IT. He will be mainly responsible for the ICT lessons related to the ecology.

Nevin SADIK is a mathematics teacher with 15-year background experience and has worked on different projects. She is interested in information technologies, nature, psychology, social and cultural differences of people. The languages she is fluent in are Bulgarian and Russian. Her English language level is B2. She will be responsible for carrying the communication with the Applicant organisation and Partner's schools. Also, she will be responsible for the activities deadlines and the timely implementation of all the activities.

Rabia UZUN graduated from Dokuz Eylül University is a teacher in Turkish. He has been teaching Turkish in public schools for 13 years. He completed two years as deputy director so his experience with local authorities will be beneficial to the project. He also teaches theater to many students. He has been involved in local environmental and eco-related reading projects. He will be able to contribute with his in-depth knowledge both in Literature and Environmental Science. He will be able to organise students for the implementation of the project activities as his creativity will make the activities interesting to the students. He will be mainly responsible for the CLIL lessons design as well as for the inquiry-based lessons

Also, Science and Social Studies teachers will be included as they could contribute to the project with their knowledge about the environment. They will be responsible for the eco-related projects conducted by students. Having in mind that the project activities involve organisation of art exhibitions and composing a song, an art and music teacher will be also included.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

No

Partner Organisations

Organisation ID	E10127759
Legal name	Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie
Legal name (national language)	Szkola Podstawowa w Fanianowie
National ID (if applicable)	001130762
Address	Fanianowo 29
Country	Poland
Postal Code	89-310
City	Łobżenica
Website	www.spfanianowo.lobzenica.pl
Telephone	+48606929644, +48672861861

Fax

+48672861861

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie)

Title	Mr
Gender	Male
First Name	Piotr
Family Name	Łosoś
Department	Management
Position	Mayor
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Telephone	+48672868100
Preferred Contact	No
If the address is different from the one of the organisation	Yes
Address	ul. Sikorskiego 7
Country	Poland
Postal Code	89-310

City

Łobżenica

Contact Person (Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie)

Title	Mrs
Gender	Female
First Name	Maris
Family Name	Pirecka
Department	Management
Position	Headmistress
Email	dyrektor.spfanianowo@gmail.com
Telephone	+48794005567
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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).

Fanianowo is situated only 50 km from airport in Bydgoszcz. The school is located in the Community of Łobżenica.

The Primary School in Fanianowo is a public school with a rich history and traditions. Our patron is a symbol of fighting for freedom and independence. Children start their education in a pre-school department (4-6 years old). At last years Polish Educational System was going through changes. From September 2017 students started their primary school at the age of seven and they finish the education in Primary school when turn 15. We have 112 pupils and 20 people of staff. Our School is the only educational and cultural center for children and the local community also. The school is located in an area agro-tourist region of north-western Poland without industry and large workplaces. That makes the region disadvantaged. In our school there are pupils, whose parents aren't able to take care of them every day, because they often work abroad.

The classes are varied. It means that, children come from different social background (high or low-economic living conditions) and next to talented, clever pupils there are ones with problems with acquiring knowledge. There are also few students with hyperactivity, dyslexia and other special needs and support.

The school's priority is to promote the education and social success of our pupils' through the development of different level of responses (regular education, music and artistic education, alternative curriculum courses, ecological education and professional courses/workshop, early childhood intervention (with 3-5 year-old children with special needs). We are looking for alternative forms of leisure for our students. We try to involve them in various school, national and international projects.

We have had great achievements in different projects. We have participated in two Comenius projects: "LEARNING ABOUT HEROES THROUGH LEGENDS" (2010-2012) "A United Eco Journey Through Europe to the Future" (2013-2015). We have experience in many eTwinning projects. At present, we are taking part in "Do you like my story?", "Magic touches", "Four Seasons hotel" and "STEM Club" projects. That is why the staff is so eager to take part in this new European program. Our school is well-equipped with teaching aids and to conduct classes with the use of multimedia and ICT. It has high-speed Internet access and Wi-Fi throughout the building, interactive boards, multimedia computer room and modern media. In 2012 and 2014 the school achieve the certificate of "School with Class 2.0". We have a full-equipped school library and the Multimedia Information Center. Our students took part in a video conference of UNESCO in Paris (28-29 March 2012), "Codeweek". They participate in "Coding Masters" project which is realized by Samsung Electronics of Poland. This is an educational project which aims to foster learning programming in Polish schools. Children learn in an intuitive programming language Scratch. In 2014 we got a certificate "School in motion" organized by the Polish Ministry of National Education.

The education of children is focused on learning European key competences. In order to meet expectations of the local community and educational needs of children, we have very extensive educational offer. Children are taught two languages (English and German). They exchange letters with students from other countries and meet during videoconferences. One of our aims is "the education to values". We would like our students to be conscious members of human society. We teach them to respect, not only the culture and traditions of the Polish nation. We want them to be open to other people, to respect individuality and diversity and help them collaborate with people from different counties. These attitudes are extremely important for the European citizen in times of economic migration and the necessity of living in a culturally diversified society.

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? Please explain how the organisation brings an essential added value to the project.

Our school realizes numerous educational projects connected with history, culture, traditions of different countries and environment. Building on past project experience from Comenius and eTwinning we can be a good partners in this project. We want to be a part of this project because this can be a good reason for change at our thinking of the earth and to provoke sense of social awareness among our students/parents. We have the experience with a eco work because at the past we realized Comenius project "A United Eco Journey Through Europe to the Future". We decided to continue our eco work because this topic is important internationally priority such as environment and at the same time reinforces the very key competences important for a young person.

In addition, the community in which is located the school has a strong focus on ecology and renewable energy sources in order to combat climate change and caring of clean environment. School is the institution that should change bad habits and teach students and the others how to field of environmental protection.

We are considered as inclusive school with significant experiences that will be important to share with other European partners, the same way we need to learn from other experiences and from other contexts. This way we can improve the quality of practices once this experience allow our staff to observe and reflect on other professionals practices, in different contexts, adopting new ideas, envisaging both other solutions and innovative educational methodologies. We are considered as inclusive school with significant experiences that will be important to share with other European partners, the same way we need to learn from other experiences and from other contexts. This way we can improve the quality of practices once this experience allow our staff to observe and reflect on other professionals practices, in different contexts, adopting new ideas, envisaging both other solutions and innovative educational methodologies.

Key persons involved

The Headteacher - is an IT and Maths teacher and works in the direction of the school, with some experience in Comenius projects, etwinning and coordinating projects.

The teaching staff is young, creative and involved in the education of the children, as well as prepared to teach them with the usage of the project method and foreign language learning. They have the experience in eTwinning, Comenius project and job shadowing activities. Teachers efficiently use modern information technologies. They use the new technology for communication in the classroom and with parents. They are ready to work in a virtual space. They have excellent teaching skills, especially to work with children with special needs including dyslexic. We can share our experience in "Methods of Good Start" by prof. Marty Bogdanowicz, Sherborne Developmental Movement - SDM - Veronica Sherborne.

Our teaching staff is: Science teacher, Maths teacher, librarian, History teacher, pre-school teachers and teachers for small children 1-3 grade, Art and Music teacher, and ICT teacher, foreign languages teachers (German and English).

We believe the involved teachers could contribute to the project with their in-depth knowledge and professional skills as well as with their working experience.

Teacher of nature subject who has experience in implementing national projects as "Garden like Grandma's Garden" and "Traditional orchard". She did a lots of school ecological projects too.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2018	2018-1-RO01-KA229-049407	Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie
Erasmus+	2018	2018-1-EL01-KA229-047809	Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie

Partner Organisations

Organisation ID	E10161129
Legal name	Agrupamento de Escolas de Pedome
Legal name (national language)	Agrupamento de Escolas de Pedome
National ID (if applicable)	PT600054357

Address	Avenida de S. Pedro, 956
Country	Portugal
Postal Code	4765-152
City	Pedome
Website	www.aepedome.net
Telephone	+351252980000, +351252906888
Fax	+351252987758

Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (Agrupamento de Escolas de Pedome)

Title	Mr
Gender	Male
First Name	Fernando
Family Name	Lopes
Position	Legal Representative
Email	fernando.lopes@aepedome.net
Telephone	+351252980000
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (Agrupamento de Escolas de Pedome)

Title	Mr.
Gender	Male
First Name	Paulo
Family Name	Ramalhoto
Position	Project coordinator
Email	pauloramalhoto@gmail.com
Telephone	+351965666188
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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).

The Agrupamento de Escolas de Pedome is located in Vila Nova de Famalicão, district of Braga, north of Portugal. It was established in the academic year 2000-2001, having been restructured in 2007-2008, and it currently covers 10 educational units. It integrates the Priority Intervention Educational Territory Program (TEIP) since the 2009/2010 school year and has signed an autonomy contract with the Ministry of Education and Science in February 2013.

In the current year, the school has 1722 students from 3 to 15 years old /preschool education, primary and secondary school education/

In recent years, there has been an increase in the number of students subsidized by the School Social Action, which is related to the crisis of the Ave Valley region, particularly in the textile and building industries, which has dragged families into unemployment, often of long duration. Last year there were 910 (58%) students supported by school social assistance and 87 (5,5%) students with special needs.

140 teachers, 4 specialists of psychology, education and social animation and 65 technical and operational assistants work in this school, in the total of 10 educational units.

The Agrupamento de Escolas de Pedome intends to continue its European Development Plan, aiming at a regular, increasingly and assiduous participation in international projects and partnerships. In this sense, having the ambition to intensify the European dimension of the group, there is an urgent need to respond to the training needs of our educational agents: innovation and modernization of our pedagogical practices; increasing the levels of professional motivation and satisfaction of students, teachers and non-teachers; promoting awareness of the importance of the European dimension (transmitting a sense of belonging and European globalization); discussing methods and approaches with a view to greater success in the teaching-learning process, becoming familiar with the educational practices applied and used in other countries, either through participation in Training Courses or job shadowing.

This internationalization plan aims, in global terms, for the total development of our students, promoting the acquisition of knowledge, attitudes and skills in different competence areas, according to the Students' profile when leaving Mandatory Education, driving to a multiple literacy development, such as reading and writing, numeracy and the use of information and communication technologies, which are the foundations for learning and continuing to learn throughout life. Moreover, during the last few years we have put a strong emphasis on the development of ecological awareness among our students.

The school has been a part of the curriculum autonomy and flexibility project, promoted by the Ministry of Education and Science. Therefore, the school is focused on teacher training in project-based learning and innovative pedagogical projects.

In the coming years, the school intends to continue the promotion of pedagogical projects that develop the balance between knowledge, understanding, creativity and critical sense, thus contributing to the formation of autonomous and responsible people and active citizens.

In recent years, the school has sought to promote more inclusive education, fomenting student-centered pedagogical practices, valuing the non-formal curriculum, encouraging students to participate in school clubs (Sciences, European, Laughter, Chess, Citizenship) and took part in different European projects such as Erasmus+.

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? Please explain how the organisation brings an essential added value to the project.

For several years, the school has been distinguished with the Eco School award and was recognized by the Portuguese parents' association as a Child-Friendly School. It is a school policy to develop environmentally friendly habits in our students. Several of our teachers attended training courses for the implementation of projects related to the environment and the protection of nature. During the last few years, we have implemented different activities aiming to promote eco awareness among our students. As a result for several years we have been awarded with the Eco School Award.

Currently, we are participating in an Erasmus+ project called "Friends of Earth". We believe that we could share the experience we have related to the ecology and environment with our partners and to contribute to the project significantly.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ KA2	2017	2016-1-PL01-KA219-026777_2	Agrupamento de Escolas de Pedome
Erasmus+ KA2	2017	2016-1-PL01-KA219-026085_2	Agrupamento de Escolas de Pedome
Erasmus+ KA2	2018	2018-1-PT01-KA101-047205	Agrupamento de Escolas de Pedome

Partner Organisations

Organisation ID	E10192759
Legal name	Scoala gimnaziala nr. 1 Hiliseu-Horia
Legal name (national language)	Scoala gimnaziala nr. 1 Hiliseu-Horia
National ID (if applicable)	24797924
Address	sat Hiliseu-Horia, nr. 345

Country	Romania
Postal Code	717200
City	Hiliseu-Horia
Website	
Telephone	+40231621131, +40231621240
Fax	+40231621131

Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

No

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (Scoala gimnaziala nr. 1 Hiliseu-Horia)

Title	Mr
Gender	Male
First Name	IULIAN-CATALIN
Family Name	NECHIFOR
Position	Headmaster
Email	iuliannechifor@yahoo.com
Telephone	+40787516103
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (Scoala gimnaziala nr. 1 Hiliseu-Horia)

Title	Mrs.
Gender	Female
First Name	DANIELA
Family Name	TOMNIUC
Position	EDUCATIONAL ADVISER AND PRIMARY SCHOOL TEACHER
Email	danielatomniuc@yahoo.com
Telephone	+40740546807
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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 organization, in a rural area. Its scope of work is education. It has got 5 school structures with around 485 children and 38 teachers (a school in every village): 5 kindergartens, 2 primary schools and 3 secondary schools. Our children are between 5 to 15 . There are girls and boys in the same class and they have the same age . We have a bus for our transportation and central heating in every school. The parents keep close contact with school and they participate in common activities. They are interested in their children`s future and help the school to do the best things for them. The families aren't too rich , but they believe that the education is very important for a better life and try to do everything for that. The quality of education is high because we don`t make differences between the child from the village and the child from the town.

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? Please explain how the organisation brings an essential added value to the project.

Our children love nature . They like spending time in the nature. They are involved in ecology projects (they are named " The Angels of Ecology") and they annually do a lot of nature-related activities: they plant flowers and trees in the schoolyard , they collect garbage from areas near the school or from the nearby pond or the forest , they have a green corner in every classroom , they have a park near the school and take care of it , they make houses for the birds and put food inside of them , they like protecting the nature.

The teachers and students have been involved in different environmental school projects and eco-related inquiry-based activities. Moreover, being set in a rural area, our school provides the best opportunities to live and study in a beautiful, clean area with a healthy air. Some of our partners in this projects are schools located in big or polluted cities. We hope that while visiting our schools, students and teachers from all the partners schools will appreciate the opportunity to live and study in a clean environment. We are surrounded by clean nature but we take care of it every day and our students are taught to be aware of all the climate changes, to be concerned about ecology and environmental pollution and to be responsible when it comes to protect the nature.

Persons involved in the project are first of all our Science teachers. They have advanced knowledge in terms of ecology and climate change. They will be mainly responsible for the project activities implementation and CLIL lessons design.

Being fluent in English, our project coordinator will be responsible for the communication with partners and primarily responsible for keeping project deadlines and dissemination strategy. Art teachers will be responsible for the project corner design and eco-related exhibitions.

IT teachers will be also involved, as they will contribute to the project website development, e-Twinning project, ICT eco-related lessons.

We are a great team , workers , open to new , responsible and nature lovers , creative and civic employees. We are a reliable partner of this project , we will do our best to bring an essential added value to the project while implementing different activities. We do not have any previous experience in the Erasmus+ project but we are keen to learn and motivated to contribute to the project.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

No

Partner Organisations

Organisation ID

E10241083

Legal name	Klaipėdos "Vyturio" progimnazija
Legal name (national language)	
National ID (if applicable)	190438615
Address	Laukiningu st.30
Country	Lithuania
Postal Code	LT-95149
City	Klaipėda
Website	http://www.vyturys.klaipeda.lm.lt/
Telephone	+37067262881, +37067632718

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project.

One of the contact persons must be designated as 'preferred contact'. This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

Legal Representative (Klaipėdos "Vyturio" progimnazija)

Title	Mrs.
Gender	Female
First Name	Inga
Family Name	Bagdonienė
Position	Leader
Email	inga.bagdoniene@vyturioprogimnazija.lt
Telephone	+37046392980
Preferred Contact	No
If the address is different from the one of the organisation	No

Contact Person (Klaipėdos "Vyturio" progimnazija)

Title	Mrs.
Gender	Female
First Name	Viktorija
Family Name	Birskiene
Position	English Teacher
Email	viktorija.birskiene@vyturioprogimnazija.lt
Telephone	+37067262881
Preferred Contact	Yes
If the address is different from the one of the organisation	No

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 school is located in the city of Klaipėda, an urban city in Lithuania with the population of about 200 000 citizens. Nowadays, Klaipėda is an industry, business, education and science, health, tourism and recreation, administrative center. Historically, Klaipėda is one of the most successful developing municipalities in the Western Lithuania.

Our school is a primary school that teaches students age 6-15. We have classes with intensive learning of music. Progymnasium carries out purposeful artistic (musical) education in accordance with individual education plans approved by the Ministry of Education or prepared and coordinated by the Ministry of Education, organizes additional education of pupils. Children from 1st to 8th grade are additionally trained to play their chosen musical instrument (piano, violin, accordion, flute, guitar, percussion and Lithuanian folk instruments), participate in musical groups, represent the school in city, national and international events.

An extended day group is organized, special pedagogical assistance is provided for children with special needs, and special needs children are educated in basic classes. Pupils in the gymnasium are provided with healthy and safe educational conditions.

School vision.

The school, which provides primary and basic education, is open to change, forming a distinctive, aesthetic education culture of the school community and healthy living skills.

Mission of the school

To educate a cultured, independent, proactive, responsible person in his / her choices considering to their natural powers, needs and school opportunities.

Aims of the organization:

- Provide students with a basic moral, socio-cultural and civic maturity;
- Provide basic literacy and technology literacy;
- To help students develop their self-determination, choice and further learning;

We believe that beside developing artistic competences in our students, we should teach them responsible citizenship. We do our best to involve them in different projects in order to make them socially responsible.

We do not have any previous experience in running an Erasmus+ project, but we have experience in eTwinning projects as follows:

- eTwinning project "My favorite animal" and "Proud to be European";
- eTwinning project "An exchange of hand made Easter cards and comparing Easter tradition"

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? Please explain how the organisation brings an essential added value to the project.

Ecology and climate changes are part of our daily lives. We could not ignore them. Moreover we could teach our students eco-friendly habits. Raising eco-awareness is part of our environmental studies curricular. Our students study all the compulsory primary school subjects beside the extensive music-related subjects. Annually our students learn about ecology and nature in their science lessons

We have taken part in Olweus Bullying Prevention Program and conduct a project dedicated to "European Week of Sport". We were awarded an eco-label that appears on our website next to our logo.

Key persons involved will be able to contribute to the project in the following way:

Contact Person - Viktorija Birskiene. Viktorija is an English teacher. She is fluent in English and will be responsible for the communication with partners as well as for the coordination of project activities implementation.

School psychologist – Inesa Bundulienė. Inesa will be responsible for keeping the project deadlines, for the teamwork coordination

Science teachers and IT teachers will be also involved as their competences are vital for the project itself.

Specialized in the field of Music, our school could particularly contribute to the song composition, concert and other project activities that will use music resources for promoting eco-awareness.

Has the organisation participated in a European Union granted project in the 3 years preceding this application?

No

Project Description

Priorities and Topics

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

HORIZONTAL: Environmental and climate goals

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

SCHOOL EDUCATION: Reinforcing the development of key competences

HORIZONTAL: Common values, civic engagement and participation

Please comment on your choice of priorities.

As stated in the European Commission website, the very first among the sixth key priorities for the period 2019-2024 / https://ec.europa.eu/info/strategy/priorities-2019-2024_en/ is ecology and more specifically preserving Europe's natural environment. As cited in European Commission website: "Becoming the world's first climate-neutral continent by 2050 is the greatest challenge and opportunity of our times. To achieve this, the European Commission presented the European Green Deal, the most ambitious package of measures that should enable European citizens and businesses to benefit from sustainable green transition. Measures accompanied with an initial roadmap of key policies range from ambitiously cutting emissions, to investing in cutting-edge research and innovation, to preserving Europe's natural environment. Supported by investments in green technologies, sustainable solutions and new businesses, the Green Deal can be a new EU growth strategy. Involvement and commitment of the public and of all stakeholders is crucial to its success. Above all, the European Green Deal sets a path for a transition that is just and socially fair. It is designed in such a way as to leave no individual or region behind in the great transformation ahead." Bearing in mind all the above-mentioned and considering the water shortage our region suffered, we decided to develop an Erasmus+ KA2 project with the aim to promote environmental awareness among students. There is no denying that ecology is not only an European priority, but is of highest importance for every town and local community. Despite all these, young people are not very concerned about it and the implementation of a variety of activities to promote eco-awareness is a must. Furthermore, the environmental topic the project focuses around, leads plenty of opportunities to reinforce and develop key competences of the target groups in accordance with the European Key Competences Framework. Students will develop digital eco-related resources which will result in the development of their digital competences. CLIL lessons will be designed and implemented in order to develop student's communication in foreign languages. Social and civic competences will be reinforced through the cooperation with local recycling companies as well as local authorities. Carrying out the project at an international level, will give opportunity to the participants to develop common internationally-recognised values and sense of civic engagement.

Please select up to three topics addressed by your project.

Environment and climate change

Civic engagement / responsible citizenship

Social/environmental responsibility of educational institutions

Project Description

Please explain the context and the objectives of your project as well as the needs and target groups to be addressed. Why should this project be carried out transnationally?

Having had a past experience in Erasmus+ KA1 projects related to ICT learning, CLIL and IBT learning, we have already implemented a variety of interesting and interactive lessons. Sava Dobropodny Secondary school students and their parents /both target groups in our previous projects/ have been actively involved in different teaching activities. But out of the classroom and out of the school, our students are not actively involved in the social activities related to globally-significant topics neither on local, nor on the national or international level. According to the Erasmus+ Programme guide: "Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life" and "Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society. This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship." Promoting active citizenship turned out to be a key issue to work on with our students. Furthermore, we have decided to link this topic to one of the key European Commission priorities for the period 2019-2024 - the environment.

We have designed some eco-related activities and promoted them internationally during the extra-activities implemented under our previous Erasmus+ KA2 projects but the topic was only partially addressed. We have talked to some of our previous project partners as well as with some of our eTwinning partners and all of them reported more or less similar situation. The needs to be addressed are: responsible citizenship, civic engagement, environmental responsibility.

Building on past project experience and aiming to provoke sense of social awareness among our students, we decided to initiate a project that centers around an internationally important priority such as environment and at the same time reinforces the very key competences important for a young person.

The project objectives are as follows:

- raising eco-awareness and concern about the global climate changes among students and teachers from the participating schools, students' parents as well as among local communities living in the areas where participating schools are located;
- developing eco-culture and promoting its importance as a key European value at local, national and international level;
- reinforcing the development of digital competences, communication in foreign languages, learning to learn competence, social and civic competences, sense of initiative among the target groups;
- developing environmentally-friendly skills and habits that will be beneficial for the participants in the long-term

The target groups could be outlined in the following way:

1. Direct beneficiaries:

- 1.1 project teams - teachers responsible for the implementation of project activities
- 1.2 students from participating schools that will take part in the project activities

2. Indirect beneficiaries:

- 2.1 participating schools staff - all the teachers from the participating schools will be positively influenced by the implementation of project activities due to the shared experience among colleagues
- 2.2 the rest of the students - students, who are not directly involved in the project activities, will benefit from the possibility to learn about the project itself and to watch the activities implementation
- 2.3 students' parents - being part of their children's interests and given an opportunity to watch some of the activities implementation, parents will be also positively influenced which will result in the improvement of their environmental culture
- 2.4 local communities - the process of dissemination at local, national and international level as well as the partnership with local recycling companies and city councils will result in development of positive eco attitude among the local communities living in the areas where participating schools are.
- 2.5 international partners - via eTwinning project carried out as part of the current Erasmus + project, all the international partners of the participating schools will be positively influenced in terms of environmental awareness.

Moreover, the development of project website as well as social medias pages might result in the environmental awareness increase of all the people who will visit project's social medias pages and website

Bearing in mind the fact that the project's topic has been set as an international priority by the European Commission justifies the demand this project to be carried out transnationally. Furthermore, participating schools will be able to compare the impact their own countries could have on the ecology. Carrying out the project at an international level will result in the development of sense of European citizenship among the students and teachers involved.

What results are expected during the project and on its completion?

The results expected during the project and on its completion can be summarized as follows:

1. Raising ecoawareness among direct and indirect beneficiaries and increasing their environmental culture;
2. Providing target groups with practical know-how for protecting the environment;
3. Reinforcing the development of some key competences as stated in the European framework of key competences such as:
 - 3.1 Communication in foreign languages - improvement of English communicative skills of the participants is expected;
 - 3.2. Digital competences - development of the digital competences of the participants is expected;
 - 3.3 Social and civic competences - fostering direct and indirect beneficiaries sense of civic engagement and responsible citizenship is expected;
 - 3.4 Learning to learn - it is expected participants to develop teamwork and cooperative learning abilities for obtaining knowledge and acquiring skills related to the environmental and climate change topics
 - 3.5 Cultural awareness - raising cross-cultural awareness among the target groups is expected

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

The Applicant organization has had experience to four Erasmus+ project /two of them under KA1 and two under KA2/. Main objectives of its KA1 projects were related to the development of professional skills, digital competences, cultural competences, English language skills for communicative purposes. Target groups have designed ICT lessons, interactive teaching activities, teaching resources based on CLIL and IBT learning. Applicant organization is going to bring all the acquired skills and obtained competences from the previous Erasmus + projects into the current project. Among the current project activities there are CLIL and ICT lessons, designed under the ecology and climate change topic. All these will link Applicant organization previous experience to the current project topic.

During the implementation of Applicant Organization KA2 projects some environmentally-related activities have been carried out . Being performed more or less as extra activities under the Applicants' previous KA2 projects , they haven't led to the desired level of eco-awareness among the students. There is still a demand of improvement especially in terms of development of eco-friendly habits. As it was mentioned environmental topic wasn't central for Applicants' previous projects, but it was partially-related to some of the activities performed. Consequently, the students got the idea of the importance of the environmental issue but weren't able to develop proper ecoculture and environmental awareness as well as eco-friendly habits. The innovative aspect of the current project is that it will use the obtained knowledge and skills form the former projects, will enrich and develop them, will center them around a different project concepts and new global issues. Also, the Applicants' previous projects were closely-related to the development of digital competences, communicative skills and cross-cultural understanding but didn't emphasize the sense of civic engagement and responsible citizenship. The current project aims to foster exactly direct and indirect beneficiaries' sense of civic engagement and responsible citizenship.

The Partners organizations

Partners from Turkey, Lithuania and Romania do not have any experience in other Erasmus+ related projects. Despite this, they have experience in organizing activities with students to promote eco-awareness such as organizing clean-up days, making birdhouses. Partner from Turkey has taken part in a "Zero waste" project, which includes avoiding waste, using resources more efficiently, preventing or minimizing waste generation, collecting rubbish separately . Partners from Romania are involved in ecology project "The Angels of Ecology" and their students annually plant flowers and trees in the schoolyard ,collect garbage from areas near the school or from the nearby pond or the forest , make houses for the birds. Partners from Lithuania were awarded an Eco Label and annually implement some extra-curricular activities to raise students eco-culture. The main disadvantage of all the above-mentioned activities is that these activities are limited to a school level. Students do not recognize environmentally-related problems as globally significant ones because they could not compare and contrast the way students from other countries contribute to the environment. Beside being limited in scope, eco-related activities performed by the partners from Turkey, Lithuania and Romania are either performed occasionally /1-2 times a year/ or do not include significant number of students. The current project will contribute to the partners organizations by providing a huge variety of eco-related activities which will be organized monthly during the project implementation. The frequently organized eco-friendly activities will lead to the development of permanent eco-friendly habits among students and the cooperation with local authorities and recycling companies will influence positively the eco-culture of local communities.

Partner from Portugal has been distinguished with the Eco School award. The school has experience on running an Erasmus+ project called " Friends of the Earth". There is no denying that the partner from Portugal will contribute significantly to the projects as it has experience on working on an eco-related project. This experience is vital to the project itself as it will contribute to the high-quality implementation of the project activities. At the same time, Portuguese partner will benefit from the cooperation with new partners from different countries, will be able to compare and contrast their attitude toward ecology, broaden the scope of its previous project and improve its students eco-related skills that have been already acquired in the process of international collaboration. Moreover, Portuguese students will be happy that they are given a chance to shared their obtained experience and acquired knowledge on the eco-related topics.

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 Strategic Partnerships project?

Project partners were chosen so that there are people from a wider geographic range, so there is a chance to learn about different attitudes participating countries have toward the environmental problems as well as to learn about different approaches they use to solve these problems at a regional level. Moreover, we ensured that some partners have previously worked in Erasmus+ and/or E-twinning projects. Some partners were found through previous partners who recommended them for specific skills. Some others were found through the forum on the E-twinning platform or via EUPARTNERSEARCH tool and after a big number of partner requests, the choice was made considering the country and the specific skills - competences they could add to the project. We also have companion for no experience so in this way new schools are attracted to the European educational community. The enthusiasm of the inexperienced and the experience of others are the perfect foundation for success. More experienced will support new partners and drive them quickly in valuable teamwork. As mentioned above, partners were selected according to their own interests and experience, not just their desire to work on the project.

We observed the personal competence in favor of the project, such as Bulgaria - coordinator has organizational experience in Erasmus+ projects and also experience in activities related to the project main topic. Moreover the Bulgarian team has experience on both designing CLIL lessons, ICT lessons, inquiry-based teaching activities which will be very beneficial for the implementation of the Learning Teaching Training activities involved.

The partner of Turkey has not got any experience under the Erasmus+ projects but is keen to learn so the Turkish school join us at an e-twinning project first. Also, the Turkish team will contribute with its knowledge and skills in the field of IT which would be highly beneficial for the project itself as it involves eco-related activities that required different IT tools and software applications

The partner of Romania also does not have any experience in running an Erasmus+ project but the participating school is located in a rural area, quite different from the noisy and polluted big cities where the participating schools from Bulgaria, Turkey and Lithuania are located. Being able to visit the clean, rural area in Romania, students from all the other participating schools will be able to value the importance of clean nature. Also, they will be able to learn the way Romanians are taking care of it and the way they manage to protect the animal habitats. That's way a Learning Teaching Training activity based on the inquiry-based activities will be implemented in Romania.

The partner of Portugal has both experience in managing Erasmus+ projects and in promoting eco awareness among students. For several years, the school has been distinguished with the Eco School award and was recognized by the Portuguese parents' association as a Child-Friendly School. It is a school policy to develop environmentally friendly habits in their students. Recently they have implemented different activities aiming to promote eco awareness among their students. As a result for several years they have been awarded with the Eco School Award. Portuguese school will contribute to the project mainly with their experience in organizing activities to develop eco-friendly habits in students. Moreover, the Portuguese team will benefit to the dissemination activities due to its experience in running Erasmus+ projects

Lithuanian school also has not got any experience under the Erasmus+ programme. Lithuanian team has got some experience in organizing clean-up campaigns and also got an eco-award. The school will contribute with its experience in managing eTwinning projects and is determined to bring its own impact to the project. It has classes with intensive learning of music and art. So, does the Bulgarian school. When it comes to composing a Song of Ecology or organizing a charity event or an art exhibition - both school will contribute a lot to the project. Moreover, specializing in art does not exclude the development of students civic competences and responsible citizenship

The partner of Poland is a school with experience in running both Erasmus+ and eTwinning projects. Polish school coordinator is an eTwinning ambassador, so her competences in project management will be highly beneficial for the project itself. The school has experience in running eco-related projects that include students, parents and local communities. That's why the last Learning Teaching Training activity which focuses around personal impact and cooperative contribution to the environmental problems will be held in Poland

How will the tasks and responsibilities be distributed among the partners?

Tasks and responsibilities will be distributed among the partners as equally as possible. On the first transnational meeting partners will agree on the way tasks and responsibilities will be distributed among them. Experience of each organisation will be taken into account.

Partners that have experience in running Erasmus+ projects will be responsible for creating activity implementation plan, dissemination strategy, monitoring plan. They are going to contribute more when it comes to project meeting reports and other project related documents.

Partners with advanced knowledge in IT will be responsible for creating project website and social webpages. Using eTwinning platform will be shared responsibility as each partner could contribute equally to the eTwinning project-related publications. The Applicant organisations will be responsible for ensuring that there are no delays with the activities.

The Applicant organisation will be primarily responsible for ensuring monitoring and control during the project implementation. Periodically, reports will be written to indicate the level of quality of the activities realisation and to remind the participants for the following activities.

During the learning training activity, receiving countries will be mainly, but not solely, responsible for the learning training activities organisation

In the process of tasks and responsibility distribution, the preferences of the participating organisation will be also taken into account as much as possible. However the implementation of each project activity will be shared responsibility as each country must cooperate to the activities completion

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 dissemination and sustainability of the project.

We are planning to have partnership during the project activities implementation with local authorities such as city councils, local recycling companies, local educational institutions.

As an activity we have an interview with city council representatives about the ways different councils deal with environmental problems at a regional level and about the eco policy of the cities themselves. Consequently students from the participating schools will be able to develop their civic responsibility through their partnership with local authorities. Moreover, we have workshop with representatives from local recycling companies to raise students awareness toward the eco problems and to provide them with practical guidance about the importance of each student's individual contribution. As a result, students will be able to reconsider their own behaviour and will be given a chance to develop eco-friendly habits.

Furthermore, Bulgarian team is planning to cooperate with the Environmental Department of the local university. Applicant organisation has some experience in the implementation of shared activities with the university students from the above-mentioned department. A debate will be organised under the topic "Thinking out of the box - problems solutions from the environmental perspective" between students from the Applicant organisation and the university students. A debate will be recorded and published in project website. Debate audience will comprise of students from the participating in the project schools, some of their parents, teachers from the participating schools interested people.

Is the partnership specifically aimed at regional cooperation and led by local and/or regional school authorities from different countries?

No

Participants

Please briefly describe how you will select and involve participants in the different activities of your project.

Project participants could be described as follows:

1. Participating teachers - each country will decide how many teachers will be responsible for the project implementation. These teachers will form the participating countries project teams that will take part in all the activities as they are mainly responsible for the preparation, organisation and implementation of all the activities as well as for the project dissemination. Participating teachers will be chosen on a staff meeting. Teachers that want to be part of the project teams will have to present briefly in what way their professional background and personal qualities could contribute to the project activities. Then the staff members of each school will vote and chose the participating teachers team.
2. Participating students -each country will agree on how many students to involve in different project activities. Based on our current communication, at least 60 % of all the students from participating schools should be involved in the process of activities implementation. Students and their parents have been already informed about the possibility of involving students in different project activities related to the environment and ecology and have positive attitude and desire to contribute. The more students from the participating countries are involved - the better it will be for promotion of eco awareness. Different activities required different skills and different knowledge. That's why the teachers will decide in which activity students from which classes will take part. In regard to students that will take part in the learning training activities, the selection procedure will include following:
 - designing criteria for the selection procedure depending on the learning-training activity specifics;
 - introducing these criteria on the schools staff meeting and vote to approve;
 - presenting the criteria to the parents and agreeing on students eligible to the criteria;
 - parents need to declare in a written way that they want their children to take part of the learning-training activity;
 - project team teachers and school director from each school will decide on a meeting which students best suit the criteria and will be allowed to take part in the learning-training activity
3. Local community - as it was mentioned there are activities that include local councils representatives, local recycling companies representatives, university students and lectures from the Environmental department at Shumen University
4. Students parents also will be able to watch most of the activities and if they wish so, to take part themselves in some of the activities /e.g. charity campaign, campaign posters, research on endangered animals and plants, quiz on the environmental problems etc./

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

No

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.

First, a meeting was organized by the applicant organization where the teachers willing to work on an Erasmus+ project agreed on the project's topic. Then the Applicant organization got in touch with different schools looking for an Erasmus+ project on the same topic. Some schools were chosen via eTwinning platform, others via EUPARTNERSEARCH platform. The applicant organization and the partners agreed on the topic and activities, discussed together the administrative arrangements as well as the procedure for choosing project teams' participants from each country. All the communication was via emails.

Before the actual project activities, there was a discussion between the coordinators and each one's school administration to take permission for the involvement of pupils in transnational activities, so that all partners equally participate in all transnational activities and so that common products are a result of authentic collaboration among pupils of all participating schools.

Moreover, every participating school has a plan of preparation for the project consisting of all the work necessary to ensure that the project is feasible and appropriate and that it can be successfully implemented. In common the plan consists of:

- Informing the school staff about the project and discussing together ideas for project aims and activities.
- Establishing a project team: Some people will assist in project implementation (team making activities), others will monitor activity progress, deadlines, will communicate with partners schools and will be responsible for the dissemination of the project outputs.
- Identifying all tasks required to attain the main goal of the project: human resources, preparing training plans and sharing tasks among partners.

As far as preparation is concerned after the project approval but before the actual project activities take place, each school will prepare a confirmation letter that needs to be signed by parents to give permission to each school to give questionnaires to their children related to the project, as well as to include their children's work and photos/videos in the project website/school website/Twin space etc.

Moreover, the teachers who would like to participate in the project and do not feel confident with their English communication skills, will participate in free lessons provided by each school's English Department, so maximum communication will be achieved.

Additionally, community and stakeholder will be informed about the Erasmus+ program, cultural activities will be organized for the teachers and children to be informed about the participating countries.

Also, the project teams of every participating country, besides the general preparation plan, gathers information about the culture of participating countries and will organize cultural activities for the interested members of school and local community. The needs and wishes of the teachers are to be involved to all project activities.

A great number of activities related to environment has already been collected and thus the list of project activities was created

Close communication among the partners of the project during the preparation period is ensured.

Management

Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and 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, dissemination 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 cost' per month

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Applicant Organisation	500,00 EUR	1	18.000,00 EUR
Partner Organisation	250,00 EUR	5	45.000,00 EUR
Total		6	63.000,00 EUR

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'

SEPTEMBER - OCTOBER 2020

Establishing Project Team Members' Roles and Responsibilities -although it was to a great extend done during the project preparation, participating schools need to focus ones again in order to forsee on time each posiible problems and avoid possibilities for delays while implementing the project activities

Making students and their parents aware with the project activities and the impact it will hava on their children

Designing a project website, project logo and Facebook webpage

Designing a project mascot

NOVEMBER - DECEMBER 2020

First Transnational Project Meeting -discussing the strategies for implementing project activities, deciding on extra-activity list if it is considered necessary

Making a WELCOME TO THE PROJECT design corner at each of the participating schools dedicated to the International Day for Natural Disaster Reduction

Designing an eco-related calendar

Exchanging Christmas postcards from recycled materials

JANUARY -FEBRUARY 2021

Designing Code of Ecologist

Interview with local authorities and companies about their environmental impact

Making a movie HOW WE LOOK AFTER THE NATURE

MARCH - APRIL 2021

Workshop with representatives from local recycling companies dedicated to the GLOBAL RECYCLING DAY

Planting trees campaign dedicated to the INTERNATIONAL DAY OF FORESTS

First Learning Training Activitiy

CLIL lessons dedicated to the environment

Composing Song of Environment dedicated to the INTERNATIONAL DAY OF EARTH

MAY - JUNE 2021

Designing "what we have learnt" diaries between partners and exchanging them

Video-conference on "what we have learnt about ecology"

Concert to promote cultural awareness

JULY-AUGUST 2020

During the summer holiday, there won't be activities that will involve students but participating teachers will be reponcible for keeping project website, etwinning pages and project social media pages up-to-date

SEPTEMBER - OCTOBER 2021

An exchange of students letters among the partners on the topic "How I helped nature during the summer holiday"

Organising a project corner with best letters exposed

Organizing a quiz on the environmental problems dedicated to the International day of Climate Action

Preparation for the second learning-training activity

NOVEMBER - DECEMBER 2021

Second learning training activity

ICT lessons dedicated to the environment

Organised debate under the title: "Thinking out of the box -problems, solutions from the environmental perspective"

Taking part in TV interview on the impact we could have on the environment

Developing e-resources with different ICT tools on the green energy

JANUARY - FEBRUARY 2022

Campaign posters -posters dedicated to the environmental global problems

e-Quiz on European Green Deal

Organising a competition between different classes for the best projects under a title: LETTERS FROM THE EARTH

MARCH - APRIL 2022

Presentations about water-related problems dedicated to the WORLD WATER DAY

Third learning training activity

IBT lessons dedicated to ecology

Research on endangered animals and plants in the regions of participating schools

MAY - JUNE 2022

Organizing a workshop for making objects from recycled materials

Skype videoconference: "Eco greeting" - students will share project-experience they have obtained before the summer holiday

JULY-AUGUST 2022

During the summer holiday, there won't be activities that will involve students but participating teachers will be responsible for keeping project website, eTwinning pages and project social media pages up-to-date

SEPTEMBER - OCTOBER 2022

Second exchange of students letters among the partners on the topic "How I helped nature during the summer holiday"

Organizing a project corner with best letters exposed

Organizing a photo contest under the title GREEN WORLD -HAPPY PEOPLE

NOVEMBER - DECEMBER 2022

Fourth learning-training activity

We could make a difference - project-based, teamwork activities on the students own contribution to the environment

e-Reports on the green energy usage among European countries

JANUARY- FEBRUARY 2023

The history of Ecology - presentations on the history of ecology

Noise pollution - essays and compositions on noise pollution

MARCH - APRIL 2023

Lets learn about Beautiful nature - a walk among nature with a biologist to explain the importance of preserving natural habitats for animals and plants

Organizing a charity campaign to promote ideas for environmental help and to promote what we have done

Attending Ecology and Environment conference

MAY - JUNE 2023

Second transnational meeting - analysing project impact, commenting on the results achieved, discussing the way eco-related activities will become part of participating schools annual activities in the long-term and after the project completion

JULY-AUGUST 2023

Finalising the project. Posting all the materials, pictures, videos etc. related to the project activities implementation in the project website, etwinning pages and project social media pages

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?

We are planning to have two transnational project meetings. The first one will be in November 2020. It is two months after the project activities implementation has begun. By the time of the first transnational meeting project partners will have organised their team of participants, will have divided responsibilities and tasks between team members, will have introduced the project to the students, parents and local communities and will have been aware with the possible difficulties in relation to each project activity implementation. The purpose of the meeting is partners to get to know each other face-to-face and to agree in details on the way project activities will be implemented, on the dissemination strategies, on the ways the monitoring of project will be conducted. Moreover they will agree on the proofs of monitoring that each country should provide. The transnational meeting is important as face-to-face communication is vital for making easier project implementation and will guarantee feasibility of the objectives set. Furthermore the first transnational meeting is important as it gives participants possibility to discuss the ways each country could contribute to the project depending on its unique profile. Project meeting Participants will become aware with other participants working profile and the ways they could best work as a team.

The second transnational project meeting will be carried out at the end of the project. It is also quite important meeting as partners need to agree on the way they will keep promoting environmental tolerance among their institutions after the project completion. Also, partners need to agree on the way they will finalise the project and to proof that they have conducted all the projects agreements. Proofs for project monitoring must be presented by each country as well as proofs for the successful implementation of all the activities. Of course such proofs will be periodically presented after completion of each months activities but on the Second Transnational Project Meeting partners will be able to ensure themselves personally that all the relevant project documents are filled in accordance with the agreements set.

Transnational Project Meetings Summary

Please specify the funds requested to organise the planned Transnational Project Meetings.

ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	No. of Participants	Grant
1	Klaipėdos "Vyturio" progimnazija (E10241083, LT)	Agreeing on project implementation strategy and monitoring	Lithuania	11-2020	5	3.060,00 EUR
2	AŞİRET DALCI ORTAOKULU (E10224398, TR)	Analysing the impact of project implementation. Developing plans for promoting eco-awareness after the project completion	Turkey	05-2023	5	3.060,00 EUR
Total					10	6.120,00 EUR

Transnational Project Meetings Details 1

Meeting Title

Agreeing on project implementation strategy and monitoring

Leading Organisation

Klaipėdos "Vyturio" progimnazija (E10241083, LT)

Starting Period

11-2020

Country of Venue

Lithuania

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	AŞİRET DALCI ORTAOKULU (E10224398, TR)	Turkey	1	100 - 1999 km	575,00 EUR	575,00 EUR
2	Agrupamento de Escolas de Pedome (E10161129, PT)	Portugal	1	>= 2000 km	760,00 EUR	760,00 EUR
3	Sava Dobroplodny (E10121066, BG)	Bulgaria	1	100 - 1999 km	575,00 EUR	575,00 EUR
4	Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	Romania	1	100 - 1999 km	575,00 EUR	575,00 EUR
5	Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)	Poland	1	100 - 1999 km	575,00 EUR	575,00 EUR
Total						3.060,00 EUR

Transnational Project Meetings Details 2

Meeting Title

Analysing the impact of project implementation. Developing plans for promoting eco-awareness after the project completion

Leading Organisation

AŞİRET DALCI ORTAOKULU (E10224398, TR)

Starting Period

05-2023

Country of Venue

Turkey

Transnational Project Meetings Groups

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Id	Sending Organisation	Country of the Sending Organisation	No. of Participants	Distance Band	Grant per Participant	Grant
1	Sava Dobroplodny (E10121066, BG)	Bulgaria	1	100 - 1999 km	575,00 EUR	575,00 EUR
2	Agrupamento de Escolas de Pedome (E10161129, PT)	Portugal	1	>= 2000 km	760,00 EUR	760,00 EUR
3	Szkola Podstawowa im. Prymasa Tysiaclecia Stefana Kardynala Wyszynskiego w Fanianowie (E10127759, PL)	Poland	1	100 - 1999 km	575,00 EUR	575,00 EUR
4	Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	Romania	1	100 - 1999 km	575,00 EUR	575,00 EUR
5	Klaipedos "Vyturio" progimnazija (E10241083, LT)	Lithuania	1	100 - 1999 km	575,00 EUR	575,00 EUR
Total						3.060,00 EUR

Project Management

How will the monitoring of the project activities be carried out and by whom?

On the first transnational meeting, partners should discuss and agree on the monitoring strategy. We have already agreed that each country will choose a team responsible for the monitoring and control of project activities implementation. These teams will provide reports on the activities implementation quarterly. The reports will be sent to the responsible for the project quality evaluation team. The project quality evaluation team will analyze the quarterly reports from each country's monitoring team and will provide feedback on the efficiency of the monitoring. The partners responsible for project quality evaluation (Portugal-Bulgaria) will provide feedback on the countries quarterly reports, related to the quality of the implemented activities. Portugal and Bulgaria were chosen to be responsible for monitoring evaluation, since they have staff competent and are experienced in creating questionnaires (due to their previous experience on project management and expertise in educational evaluation). Moreover, they will create the questionnaires to be given to staff, pupils and parents throughout the different phases of the project and then will analyze the data collected.

Throughout the project, the impact on pupils (knowledge, attitudes, feelings) will be subject to evaluation. So, even the impact on very young children will be evaluated using special questionnaires (happy – unhappy face for example) and interviews.

The evaluation will take part in every stage of the Project /four times per year/. As instruments will be used:

- Questionnaires and observations for the determination needs of target groups (pupils, teachers, staff) . The data will be compared and analyzed by the responsible for the monitoring teams and then presented to the project quality evaluation team
- Interviews and discussions with teachers will be done in order to determine the progress of the project (after every transnational visit/training activity).
- Group discussions with pupils, teachers/staff and parents will be done four times per year
- Coordinators will keep a diary for the activities in order to have feedback on every activity, so every activity-method used will be evaluated.

In order to ensure that the activities are understood well by the staff members so as to maximize the quality of results, personal discussions will be carried out before, during (for longer lasting activities) and after finishing the activity. Moreover, teachers themselves will have the chance to give feedback and tips to colleagues on the different activities. In addition lessons presented during the Learning Teaching Training activities will be discussed and analyzed in terms of teaching approaches used.

How will you assess the success of your project?

As mentioned above, the project quality evaluation team will evaluate the results and make an online entry about the quality of the activities implemented in relation to the projects objectives achievement . A template of the Milestone Plan will be used in order both to ensure that the project is on schedule and that the objectives were reached and to what extend. Moreover, to assess to what extend objectives are reached, the project quality evaluation team will collect data from :

- Questionnaires, designed to evaluate the project impact on the pupils, teachers and parents /both direct and indirect beneficiaries will fill the questionnaires/
- Questionnaire about the current progress to check if cooperation and communication between partners is efficient (for the participating schools, in English).
- Questionnaire after each Learning Teaching Training Activity (to ensure that the activity's objectives were reached and to what extend; these questionnaires will be filled by the participating in the activity teachers and students)

At the end, there is a final evaluation of the whole project. Each partner will write a report on the project's contribution to their didactic and pedagogical goals and present it on the final transnational meeting. Benefits for each particular target group of direct or indirect beneficiaries should be outlined. Action plan for ensuring the long-term impact after the project completion should be presented on the final meeting by Applicant organization.

The project will produce intangible results: knowledge and experience gained by participants and staff, increased skills and achievements, developed eco-friendly habits, improved environmental and cultural awareness as well as better language and digital skills. To measure intangible results interviews, questionnaires, observations of children behavior will be used. The gathering of baseline data will be held during all stages of the project (questionnaires, discussions, interviews) with all the participants of the project. The monitoring team from every school responsible for the organization of the monitoring process will also be responsible for the presentation of the results during the evaluation process.

Schools from Bulgaria and Poland are taken a leading role on preparing evaluation instruments of the project. The quality evaluation team (Bulgaria and Portugal) is responsible for the planning, implementing evaluation process as well as for sharing evaluated data. The same team is responsible for making an ongoing analysis of the expected results achievement level and to foresee effective project implementation.

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

At the beginning of the project every participating school identifies potential risks: cultural differences, language difficulties, conflicts in the project group, last-minute withdrawal of partner, running out of money or time.

To avoid conflicts, we ensured that the application and its content was the result of a team work and we made agreements with partners as far as time management is concerned, division of tasks, quality checks/reports. In this way, the aims and activities are clear to all participants and this is a big asset for the cooperation. Interviews and team sessions (risk brainstorming) are the common methods to discover the risks people know. The contact people organized such risks' foreseen before the start of the project. Each risk is discussed and evaluated during the preparation of the project for the likelihood it will happen, as well as for how big impact it will have if it occurs.

In case a problem arises in one school, the participating team from the school is responsible to solve it, but the support of all other partners is always available if needed. The coordinator of the project and the contact people are responsible for solving the problems if the confrontational situation among the partners would arise. Discussions, brainstorm and open communication are the main methods of problem solving during the project. Communication about the possible risks is also necessary before and during the project.

In case a partners drops off the project then the tasks allocated to the specific partner will be divided equally among partners, in case no one volunteers to take the task/tasks.

In case, staff members of one school lack time or money, they will not be excluded by any activities but in consultation with the partners, the activity can be differentiated to satisfy the school's needs and capability. The decision will be a result of discussion between partners.

The partners are responsible for supporting and helping if problems during the implementation of the project occur in some schools. The project quality evaluation team is responsible to control the process of implementation of the project, collaboration and whether communication is effective.

In the process of problem solving we will step on our previous experience in Erasmus+ project implementation. In case, we are not sure how to approach any situation, we will seek advice from the National Agencies and then discuss the problem in order to find out the best possible solution

Implementation

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

The project objectives are as follows:

- raising eco-awareness and concern about the global climate changes among the students, the students' parents, the staff of participating schools as well as among the local communities;
- developing eco-culture and promoting its importance as a key European value at local, national and international level;
- reinforcing the development of digital competences, communication in foreign languages, learning to learn competence, social and civic competences, sense of initiative among the target groups;
- developing environmentally-friendly skills and habits that will be beneficial for the participants in the long-term;

All the project activities are related to ecology, climate changes and environmental pollution /air pollution, water pollution, noise pollution/. Each one of the activities planned will raise eco-awareness and concern about global climate changes. Activities are planned in such a way that their implementation will require the involvement of lots of students. Different students based on their knowledge, skills and interest will take part in different activities. Some activities requires skills in art / posters, exhibitions, project corner design, photo contest related to ecology/, others in music /Song of Environment, concert/, third in writing /Letters from the Earth competition, essays on noise pollution/, fourth in debating /Thinking out of the box debate, Eco Quiz/, fifth in science. /Code of Ecologist, Research on endangered animals/, sixth in IT /e-Reports on Green Energy, Presentations about water and Green Deal/. There are activities related to the World Water Day, International day of Earth, International Day of Forests, Global Recycling Day. Involving significant number of students in variety of eco-related activities will undoubtedly increase their eco-awareness and concern about environmental changes.

Some activities require the participation of parents, local authorities, recycling companies representatives /Interview with local authorities about the way they contribute to the environment, Workshop with representatives from local recycling companies, TV interview about the personal impact everyone could have on the environment/. All these activities will not only develop students eco-culture, but will also increase their civic engagement and responsible citizenship. Charity campaign will require the involvement of parents and local community and will contribute to the sense of initiative as well as social and civic competences.

During the project implementation students will communicate with students from partners schools in English which will lead to the increase in their communicative skills in English. Moreover, they will exchange greeting cards in English, letters in English under the title "How I helped nature during the summer holiday", there are videoconferences in English where students will present what they have learnt about environment and ecology. As a result, all these will develop their communication in English. Furthermore, the participants in Learning, Training, Teaching activities will improve their knowledge in English as the communication during the activities will be in English.

There are plenty of project activities that require different ICT tools in order to be successfully implemented /e-Reports on green energy, water related presentations, photo contest, eco-related calendar etc./ These activities will improve students digital competences. Moreover, one of the Learning, Training, Teaching activity is structured around eco-related ICT lessons.

All the activities are planned in such a way that students should work in teams. In the process of activities implementation, inquiry-based and project-based approach will be used as well as cooperative methodology. Consequently the ability of students to work well in teams will be positively influenced

During the implementation of the activities such as Code of Ecology and The History of Ecology, students will be able to recognize the importance of eco-culture as a key European value. All the project activities are planned to promote this European value at different levels -local level /workshops with recycling companies, interview with local authorities, different project activities implementation/, national level /media interviews, articles in newspapers related to project activities implementation, taking part in an Ecology and Environment annual conference/, international level / participation in Learning, Training, Teaching activities, publications about project activities in project website, social media pages, eTwinning project / Implementing the project for 36 months /each month there are activities related to the ecology and environment/ will result not only in raising eco-awareness but will develop environmentally-friendly skills and habits that will be beneficial for the participants in long-term.

How will you communicate and cooperate with your partners?

Communion will use all modern forms of communication in daily and weekly correspondence and information exchange through Skype group, on Facebook, email and more. Already, in order to complete the application, Facebook was used, to ensure fast and effective communication. The same project will be implemented in e-Twinning and Twinspace, so personal space planning and diary provided by the etwinning and twinspace platform will be used.

There is special reliance on project meetings during which progress will be recognized and planning and analysis will be carried out. The exchange of ideas will be open at all times and for all. Each school chooses a team for the project and a person for contact, so work and communication will be easy and convenient.

Communication and cooperation are clearly divided. The second is more difficult, but it is part of the objectives of our project. For the good cooperation will rely on team spirit.

Everyone will have their own tasks. Common products will be made with the participation of all partners. Cooperation will be between students, between teachers among schools and between children, teachers, parents within each school. Moreover, there is reliance on the fruitful work with local authorities. Success depends on tolerance, responsibility and respect for the opinions and work of everyone, values that exist among partners, as shown by the cooperation achieved so far in order to complete the application.

In all project meetings all partners will be present, because as experience has shown, face to face communication is the most effective of all. For this reason, two transnational project meetings have been set in, but also, all Learning Training, Teaching activities will also serve as project meetings for the coordinator teachers, as there will be free time to be used to advantage for organizing future activities, clarifying goals, dividing tasks, evaluating progress. The first meeting is set at the beginning of the project to make sure that the goals and activities are clear for all partners, clarify division of tasks and set the evaluation criteria for the upcoming activities. Then, during the Learning Training, Teaching activities, coordinators will have time again to organise the following activities, evaluate the implemented ones and communication-cooperation and then discuss any new ideas or questions, give feedback on achievement of goals and activity implementation (difficulties - suggestions for improvement of future activities etc), so there will be 4 more meetings which will have no additional cost. Finally, at the end of the project, there will be a meeting to talk about all results achieved and evaluate the project as well as to agree on the eco-related activities that will be organised annually by each school after the project completion

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.

We have already used School Education gateway and etwinning while we were looking for partners and while we were thinking about the project priorities. During the project implementation eTwinning platform and Twinspace will be used. Information about the way each country has implemented different project activities will be published there. After the project completion we will publish in Erasmus+ Project Result Platform

Intellectual Outputs

Do you plan to include Intellectual Outputs 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 transnational 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	Activity Type	Field	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	CLIL lessons related to the environment and climate change	Agrupamento de Escolas de Pedome (E10161129, PT)	Blended mobility of school learners	SCHOOLS	04-2021	25	10	25.150,00 EUR
C2	ICT lessons related to the ecology	Sava Dobroplodny (E10121066, BG)	Blended mobility of school learners	SCHOOLS	11-2021	25	10	22.105,00 EUR
C3	Inquiry-based activities related to the ecology	Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	Blended mobility of school learners	SCHOOLS	04-2022	25	10	21.440,00 EUR
C4	How can we make the difference	Szkola Podstawowa im. Prymasa Tysiaclecia Stefana Kardynala Wyszyńskiego w Fanianowie (E10127759, PL)	Blended mobility of school learners	SCHOOLS	11-2022	25	10	22.105,00 EUR
Total								90.800,00 EUR

Activity Details (C1)

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 (e.g. its venue, duration, etc.), 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.

Field

SCHOOLS

Activity Type

Blended mobility of school learners

Activity Title

CLIL lessons related to the environment and climate change

Activity Description (including profile of participants per organisation, goals and results of the activity)

The main objectives of the activity is to give teachers from the participating countries opportunity to share their experience in relation to the design of CLIL lessons. The Applicant organisation has taken part in Erasmus+ KA1 project related to CLIL lesson design and have much to share. The Polish team also has experience in the field of CLIL. All the lessons will be related to the ecology and will enrich students knowledge related to the ecology as well as develop their environmental competence in the process of the lesson activities implementation and teamwork.

The Learning, teaching, Training Activity objectives could be described as follows:

1. Objectives related to the participating teachers increase in knowledge and development of teachers key competences:

1.1 Teachers professional competences and teaching knowledge will be improved through the process of sharing teaching experience and attending lessons;

1.2 Teachers knowledge related to the way we could use CLIL in classroom will be improved;

1.3 Teachers knowledge related to the ecology and environmental awareness will be improved due to the topic of the CLIL lessons presented

2. Objectives related to the participating students increase in knowledge and development of students key competences

2.1 Language competences of the participating students will be increased as they are taking part in CLIL lessons in English

2.2 Their knowledge related to the ecology and environmental awareness will be improved due to the ecology-related topic of the CLIL lessons

2.3 Their civic responsibility competences will be developed as the problems discussed are internationally significant

Beside focusing on language skills development and the rise of ecological concern, students and teachers cultural awareness will be also improved. Students and teachers from the participating countries will be able to attend different lessons, beside CLIL lessons planned. In this way they will increase their knowledge about educational system of another European country and develop their sense of European citizenship.

Moreover, the mobility will have huge impact on cultural awareness. There is no denying that getting in touch with another culture and being in a foreign country will develop students and teachers cultural competences and make them more interested and tolerant toward other cultures.

Furthermore, participating teachers will also improve their teaching competences. Sharing their teaching experience will improve their professional knowledge related to the lesson planning, lesson activities design and using CLIL lessons in class

The students involved in the activity should have A2 level of English in order to be able to communicate while implementing their team activities. They should be tolerant and should have taken part in some of the previous project activities. As a result, such students will be able to contribute to the Learning Teaching Training Activity as they will bring the skills and knowledge acquired during the implementation of previous project-related activities.

The teachers involved in the activity should have at least B1 level of English as well as in-depth knowledge related to ecology and environmental science. It is essential most of them to have previous experience on project work as well as experience in CLIL lessons design

Leading Organisation

Agrupamento de Escolas de Pedome (E10161129, PT)

Participating Organisations

Klaipėdos "Vyturio" progimnazija (E10241083, LT)

Sava Dobroplodny (E10121066, BG)

AŞİRET DALCI ORTAOKULU (E10224398, TR)

Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)

Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)

Duration (days)

5

Country of Venue

Portugal

Starting Period

04-2021

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.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Sava Dobroplodny (E10121066, BG)	2000-2999 km	5	5	2	5.030,00 EUR
2	AŞİRET DALCI ORTAOKULU (E10224398, TR)	2000-2999 km	5	5	2	5.030,00 EUR
3	Klaipėdos "Vyturio" progimnazija (E10241083, LT)	2000-2999 km	5	5	2	5.030,00 EUR
4	Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	2000-2999 km	5	5	2	5.030,00 EUR
5	Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)	2000-2999 km	5	5	2	5.030,00 EUR
Total						25.150,00 EUR

Group of Participants 1 Activity C1 (Blended mobility of school learners - CLIL lessons related to the environment and climate change)

Sending Organisation - Country		Country of Venue		
Sava Dobroplodny (E10121066, BG) - Bulgaria		Portugal		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 2 Activity C1 (Blended mobility of school learners - CLIL lessons related to the environment and climate change)

Sending Organisation - Country			Country of Venue	
AŞİRET DALCI ORTAOKULU (E10224398, TR) - Turkey			Portugal	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 3 Activity C1 (Blended mobility of school learners - CLIL lessons related to the environment and climate change)

Sending Organisation - Country			Country of Venue	
Klaipėdos "Vyturio" progimnazija (E10241083, LT) - Lithuania			Portugal	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 4 Activity C1 (Blended mobility of school learners - CLIL lessons related to the environment and climate change)				
Sending Organisation - Country		Country of Venue		
Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO) - Romania		Portugal		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant		2.510,00 EUR	

Group of Participants 5 Activity C1 (Blended mobility of school learners - CLIL lessons related to the environment and climate change)				
Sending Organisation - Country		Country of Venue		
Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL) - Poland		Portugal		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
12.600,00 EUR		12.550,00 EUR		25.150,00 EUR

Activity Details (C2)

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 (e.g. its venue, duration, etc.), 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.

Field

SCHOOLS

Activity Type

Blended mobility of school learners

Activity Title

ICT lessons related to the ecology

Activity Description (including profile of participants per organisation, goals and results of the activity)

The main objective of the activity is to give teachers from the participating countries opportunity to share their experience in relation to the design of ecology-related ICT lessons. The Applicant organization has taken part in an Erasmus+ KA1 project related to the design of ICT lessons and have much to share. The Turkish team also has experience in the field of using ICT tools in class. All the lessons will be focused on the ecology and will enrich students knowledge in relation to ecology as well as develop their environmental competence in the process of the lesson activities implementation and teamwork. Participating students from different countries will be able to work together, using different ICT resources which will increase their digital competences

The Learning, teaching, Training Activity objectives could be described as follows:

1. Objectives related to the participating teachers increase in knowledge and development of teachers key competences:

1.1 Teachers professional competences and teaching knowledge will be improved through the process of sharing teaching experience and attending lessons;

1.2 Teachers knowledge related to the way they could use ICT tools for teaching will be improved;

1.3 Teachers knowledge related to the ecology and environmental awareness will be improved due to the topic of the ICT lessons presented

2. Objectives related to the participating students increase in knowledge and development of students key competences

2.1 Digital competences of the participating students will be increased as they are taking part in ICT lessons

2.2 Their knowledge related to the ecology and environmental awareness will be improved due to the ecology-related topic of the ICT lessons

2.3 Their civic responsibility competences will be developed as the problems discussed are internationally significant

Moreover, the mobility will have huge impact on cultural awareness. There is no denying that getting in touch with another culture and being in a foreign country will develop students and teachers cultural competences and make them more interested and tolerant toward other cultures. The necessity of communicating in English will improve students communicative skills

Furthermore, participating teachers will also improve their communicative skills in English as well as their professional competences. Sharing their teaching experience will improve their professional knowledge related to the lesson planning, lesson activities design and using ICT tools in class

The students involved in the activity should have A2 level of English in order to be able to communicate while implementing their team activities. They should have basic digital skills, should be tolerant and should have taken part in some of the previous project activities. As a result, such students will be able to contribute to the Learning Teaching Training Activity as they will bring the skills and knowledge acquired during the implementation of previous project-related activities.

The teachers involved in the activity should have at least B1 level of English, should be PC literate, with in-depth knowledge related to ecology and environmental science. It is essential most of them to have previous experience on project work as well as experience in using ICT tools in class

Leading Organisation

Sava Dobroplodny (E10121066, BG)

Participating Organisations

AŞİRET DALCI ORTAOKULU (E10224398, TR)

Klaipėdos "Vyturio" progimnazija (E10241083, LT)

Agrupamento de Escolas de Pedome (E10161129, PT)

Școala gimnazială nr. 1 Hiliseu-Horia (E10192759, RO)

Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)

Duration (days)

5

Country of Venue

Bulgaria

Starting Period

11-2021

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.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	AŞİRET DALCI ORTAOKULU (E10224398, TR)	500-1999 km	5	5	2	4.435,00 EUR
2	Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	100-499 km	5	5	2	3.770,00 EUR
3	Klaipėdos "Vyturio" progimnazija (E10241083, LT)	500-1999 km	5	5	2	4.435,00 EUR
4	Agrupamento de Escolas de Pedome (E10161129, PT)	2000-2999 km	5	5	2	5.030,00 EUR
5	Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszynskiego w Fanianowie (E10127759, PL)	500-1999 km	5	5	2	4.435,00 EUR
Total						22.105,00 EUR

Group of Participants 1 Activity C2 (Blended mobility of school learners - ICT lessons related to the ecology)

Sending Organisation - Country			Country of Venue	
AŞİRET DALCI ORTAOKULU (E10224398, TR) - Turkey			Bulgaria	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 2 Activity C2 (Blended mobility of school learners - ICT lessons related to the ecology)

Sending Organisation - Country			Country of Venue	
Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO) - Romania			Bulgaria	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	7	180,00 EUR	1.260,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 3 Activity C2 (Blended mobility of school learners - ICT lessons related to the ecology)

Sending Organisation - Country			Country of Venue	
Klaipėdos "Vyturio" progimnazija (E10241083, LT) - Lithuania			Bulgaria	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 4 Activity C2 (Blended mobility of school learners - ICT lessons related to the ecology)				
Sending Organisation - Country		Country of Venue		
Agrupamento de Escolas de Pedome (E10161129, PT) - Portugal		Bulgaria		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant		2.510,00 EUR	

Group of Participants 5 Activity C2 (Blended mobility of school learners - ICT lessons related to the ecology)				
Sending Organisation - Country		Country of Venue		
Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL) - Poland		Bulgaria		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
9.555,00 EUR		12.550,00 EUR		22.105,00 EUR

Activity Details (C3)

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 (e.g. its venue, duration, etc.), 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.

Field

SCHOOLS

Activity Type

Blended mobility of school learners

Activity Title

Inquiry-based activities related to the ecology

Activity Description (including profile of participants per organisation, goals and results of the activity)

The activity aims to promote extra-curricular activities for promoting eco-awareness and developing positive attitude toward ecology. First and second learning activities were organized around lesson design /CLIL and ICT lessons/. This activity focuses on the implementation of extracurricular activities for developing eco-friendly habits. Teachers are going to share their experience in designing and implementing inquiry-based , eco-related activities. The activities are based on students own research and are related to noise pollution, air pollution, water pollution. Students working in teams will have conducted inquiry-based researches and will share them during the meeting. Moreover they will conduct on-site inquiry-based research on the added value of living in clean environment. The activity is possible due to the location of receiving country participating school. (Romanian school are hosting this activity and their school is located in a rural, environmetally-clean area)

The activity will influence positively the participating students as follows:

1. Students competences for cooperative learning and teamwork will be developed as all the activities are based on teamworking and cooperative learning;
2. Students communicative skills in English will be improved as they will share their inquiry-based projects in English and will take part in an inquiry-based workshop on-site where the language of communication will be English
3. Students eco-related culture and awareness will be improved as all the inquiries are centered around the eco-related issues
4. Participating in activities with students from different countries will have a huge impact on students cultural awareness

The activity will influence positively the participating teachers as follows:

1. Teachers competences for designing cooperative learning activities as well as inquiry-based activities will be developed in the process of shared experience
2. Teachers communicative skills in English will be improved as they will share their professional experience in designing teamworking and inquiry-based activities in English
3. Teachers eco-related culture and awareness will be improved as all the inquiries are centered around the eco-related issues
4. Participating in activities with teachers and students from different countries will have a huge impact on teachers cultural awareness

Beside focusing on language skills development and the rise of ecological concern, students and teachers from the participating countries will be able to attend different lessons, apart from inquiry-based workshop planned. In this way they will increase their knowledge about educational system of another European country and develop their sense of European citizenship.

The students involved in the activity should have A2 level of English in order to be able to communicate while implementing their team projects. They should be creative, tolerant and should have taken part in some of the project activities. As a result, such students will be able to contribute to the Learning Teaching Training Activity as they will bring the skills and knowledge acquired during the implementation of previous project-related activities.

The teachers involved in the activity should have at least B1 level of English, should have in-depth knowledge related to ecology and environmental science. It is essential most of them to have previous experience on inquiry-based activities design

Leading Organisation

Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)

Participating Organisations

Klaipėdos "Vyturio" progimnazija (E10241083, LT)

Agrupamento de Escolas de Pedome (E10161129, PT)

AŞİRET DALCI ORTAOKULU (E10224398, TR)

Sava Dobroplodny (E10121066, BG)

Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)

Duration (days)

5

Country of Venue

Romania

Starting Period

04-2022

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.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Klaipėdos "Vyturio" progimnazija (E10241083, LT)	500-1999 km	5	5	2	4.435,00 EUR
2	Agrupamento de Escolas de Pedome (E10161129, PT)	2000-2999 km	5	5	2	5.030,00 EUR
3	AŞİRET DALCI ORTAOKULU (E10224398, TR)	100-499 km	5	5	2	3.770,00 EUR
4	Sava Dobroplodny (E10121066, BG)	100-499 km	5	5	2	3.770,00 EUR
5	Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)	500-1999 km	5	5	2	4.435,00 EUR
Total						21.440,00 EUR

Group of Participants 1 Activity C3 (Blended mobility of school learners - Inquiry-based activities related to the ecology)

Sending Organisation - Country			Country of Venue	
Klaipėdos "Vyturio" progimnazija (E10241083, LT) - Lithuania			Romania	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 2 Activity C3 (Blended mobility of school learners - Inquiry-based activities related to the ecology)

Sending Organisation - Country			Country of Venue	
Agrupamento de Escolas de Pedome (E10161129, PT) - Portugal			Romania	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 3 Activity C3 (Blended mobility of school learners - Inquiry-based activities related to the ecology)

Sending Organisation - Country			Country of Venue	
AŞİRET DALCI ORTAOKULU (E10224398, TR) - Turkey			Romania	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	7	180,00 EUR	1.260,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 4 Activity C3 (Blended mobility of school learners - Inquiry-based activities related to the ecology)				
Sending Organisation - Country		Country of Venue		
Sava Dobroplodny (E10121066, BG) - Bulgaria		Romania		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	7	180,00 EUR	1.260,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant		2.510,00 EUR	

Group of Participants 5 Activity C3 (Blended mobility of school learners - Inquiry-based activities related to the ecology)				
Sending Organisation - Country		Country of Venue		
Szkoła Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL) - Poland		Romania		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
8.890,00 EUR		12.550,00 EUR		21.440,00 EUR

Activity Details (C4)

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 (e.g. its venue, duration, etc.), 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.

Field

SCHOOLS

Activity Type

Blended mobility of school learners

Activity Title

How can we make the difference

Activity Description (including profile of participants per organisation, goals and results of the activity)

Activity will focus on the impact students could have in the long-term in relation to environment protection. Divided in groups (each group will have students from all the participating countries), they will need to design "How can we make the difference" team project. The projects will summarize the things students have learnt during the implementation of project activities until now. Considering the fact that learning about ecology is not a difficult task but acquiring habits to protect the nature is a hard job, the main objective of the activity is to force students to rethink what they should do to develop environmentally-friendly habits. Each participant will contribute to his/her team project with the unique experience of his/her country. Team projects will present the basic rules everybody should follow to protect the nature. After the activity ends, the team projects will be presented to the rest of the participating students in the Learning Teaching Training Activity. Moreover, the participants will look on the impact "How can we make the difference" team projects have on their schoolmates and will write a report on the development of eco-friendly habits among students.

Main objectives of the Learning Teaching Training Activity related to the participating students are:

1. Promoting the importance of personal contribution to the environment
2. Developing eco-friendly habits among participating students
3. Developing teamworking skills among the participating students
4. Developing civic engagement and responsible citizenship among the participating students
5. Developing English communicative skills of the participating students
6. Increasing cultural awareness among the participating students as they are involved in a multinational teamwork

Main objectives of the Learning Teaching Training Activity related to the participating teachers are:

1. Increasing professional competences related to the design of teamwork and pairwork
2. Increasing professional competences related to the ways we could develop eco-friendly habits among students which is much more difficult than providing information on the environmental problems
3. Developing English communicative skills of the participating teachers
4. Increasing cultural awareness among the participating teachers as they are involved in a multinational teamwork

The students involved in the activity should have A2 level of English in order to be able to communicate while implementing their team projects. They should be creative, tolerant and should have taken part in most of the project activities. As a result, such students will be able to contribute to the Learning Teaching Training Activity as they will bring the skills and knowledge acquired during the implementation of previous project-related activities.

The teachers involved in the activity should have at least B1 level of English, should have in-depth knowledge related to ecology and environmental science. It is essential most of them to have previous experience on project work and team working activities design

Leading Organisation

Szkola Podstawowa im. Prymasa Tysiąclecia Stefana Kardynała Wyszyńskiego w Fanianowie (E10127759, PL)

Participating Organisations

Klaipėdos "Vyturio" progimnazija (E10241083, LT)

Agrupamento de Escolas de Pedome (E10161129, PT)

AŞİRET DALCI ORTAOKULU (E10224398, TR)

Sava Dobroplodny (E10121066, BG)

Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)

Duration (days)

5

Country of Venue

Poland

Starting Period

11-2022

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.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Klaipėdos "Vyturio" progimnazija (E10241083, LT)	100-499 km	5	5	2	3.770,00 EUR
2	Agrupamento de Escolas de Pedome (E10161129, PT)	2000-2999 km	5	5	2	5.030,00 EUR
3	AŞİRET DALCI ORTAOKULU (E10224398, TR)	500-1999 km	5	5	2	4.435,00 EUR
4	Sava Dobroplodny (E10121066, BG)	500-1999 km	5	5	2	4.435,00 EUR
5	Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO)	500-1999 km	5	5	2	4.435,00 EUR
Total						22.105,00 EUR

Group of Participants 1 Activity C4 (Blended mobility of school learners - How can we make the difference)

Sending Organisation - Country			Country of Venue	
Klaipėdos "Vyturio" progimnazija (E10241083, LT) - Lithuania			Poland	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
100-499 km	7	180,00 EUR	1.260,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 2 Activity C4 (Blended mobility of school learners - How can we make the difference)

Sending Organisation - Country			Country of Venue	
Agrupamento de Escolas de Pedome (E10161129, PT) - Portugal			Poland	
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	7	360,00 EUR	2.520,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 3 Activity C4 (Blended mobility of school learners - How can we make the difference)

Sending Organisation - Country		Country of Venue		
AŞİRET DALCI ORTAOKULU (E10224398, TR) - Turkey		Poland		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Group of Participants 4 Activity C4 (Blended mobility of school learners - How can we make the difference)				
Sending Organisation - Country		Country of Venue		
Sava Dobroplodny (E10121066, BG) - Bulgaria		Poland		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel			
Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support			
No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant		2.510,00 EUR	

Group of Participants 5 Activity C4 (Blended mobility of school learners - How can we make the difference)				
Sending Organisation - Country		Country of Venue		
Scoala gimnaziala nr. 1 Hiliseu-Horia (E10192759, RO) - Romania		Poland		
Activity Type	Duration (days)	No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
Blended mobility of school learners	5	5	2	7

Group of Participants Budget

To estimate the distances between places, please use the European Commission's [distance calculator](#)

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	7	275,00 EUR	1.925,00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	290,00 EUR	1.450,00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	5	530,00 EUR	1.060,00 EUR
Total Individual Support Grant			2.510,00 EUR

Activity Budget

Travel	Exceptional Cost for Expensive Travel	Individual Support	Linguistic Support	Total
9.555,00 EUR		12.550,00 EUR		22.105,00 EUR

Background Information

What is the added value of these Learning, Teaching or Training activities (including long-term activities) with regards to the achievement of the project objectives?

The project objectives are as follows:

1. Raising eco-awareness and concern about the global climate changes among the participating students and teachers - all the Learning, Teaching, Training activities are related to global climate changes and are design to promote eco-awareness.
 2. Developing eco-culture and promoting its importance as a key European value - all the Learning, Teaching, Training activities are structured to promote the importance of eco-culture as a key European value. Eco-culture is the very central topic of each Learning, Teaching, training activity /Ecology-related CLIL lessons; ecology-related ICT lessons; ecology-related inquiry-based activities; workshop on the development of personal eco-related impact/
 3. Reinforcing the development of digital competences, communication in a foreign language, learning to learn competence, social and civic competences, sense of initiative among the target groups - all the Learning, Teaching, Training activities will contribute to the participants improvement of communication in a foreign language as the language of communication during the Learning, Teaching, Training activities is English ; the second Learning, Teaching, Training activity is specially designed to focus on the improvement of the participants digital skills. Learning to learn competences, social and civic competences, sense of initiative among the target groups are particularly reinforced during the third and fourth Learning, Teaching, Training activities as they put an emphasis on inquiry-based activities aiming to develop learning to learn competences and project-based activities requiring sense of initiative and fostering social and civic competences
 - 4 Developing environmentally-friendly skills and habits - the last Learning, Teaching, Training activity is planned to have a special emphasis on the development of environmentally-friendly habits among the participants, but all the rest of the activities will also contribute to the achievement of this particular objective
- The Learning, Teaching, Training activities are designed to provide participants with practical know-how for helping the environment. They put an emphasis on the importance of teamwork and cooperative learning for obtaining knowledge and acquiring skills related to the environmental and climate change topics
- The quality evaluation project team will design questionnaire to measure the impact of each Learning, Teaching, Training activity and will send it to each monitoring team. Then, the impact of each Learning, Teaching, Training activity will be measured by each country's monitoring team at the end of the activity itself. The quality evaluation project team will compare the effect activity has on different teams and analyze the impact of the Learning, Teaching, Training activity in regards to the achievement of project objectives

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.

Learning, Teaching, Training activity participants could be describes as follows:

1. Participating teachers - each country will agree on the teachers responsible for the Learning, Teaching, Training activity implementation. These teachers will be mainly responsible for the preparation, organisation and implementation of the activity itself. Participating teachers will be chosen on a staff meeting. Teachers that want to take part in the activity will have to present briefly in what way their professional background and personal qualities could contribute to the Learning, Teaching, Training activity . Then the staff members of each school will vote and chose the participating teachers.
2. Participating students -each country will agree on the students that will be involved in each Learning, Teaching, Training activity. The selection procedure will include following:
 - designing criteria for the selection procedure depending on the learning-training activity specifics /language knowledge, digital competence, participation in the project activities/;
 - introducing these criteria on the schools staff meeting and vote to approve;
 - presenting the criteria to the parents and agreeing on students eligible to the criteria;
 - parents need to declare in a written way that they want their children to take part of the learning-training activity;
 - project team teachers and school director from each school decide on a meeting which students best suit the criteria and will be allowed to take part in the learning-training activity

Learning agreements will be signed between partners before each Learning, Teaching, Training activity. The agreement will guarantee the way each partner will contribute to the activity. Each partner country should prepare their participants for the activity in the way it is stated in the agreement

Host country will be responsible for providing advice on accommodation. If required by the partners, host country will book the hotel. Host country will provide assistance, if required, for the airport-hotel transfer.

Travel arrangements will be made by each country, preferably by the authorized tourist agency. Travel insurance is a must for all the participants.

One of the teachers, accompanying students during the Learning, Teaching, Training activity will have experience in travelling abroad with students and will be familiar with airport rules and customs regulations

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?

All the participants (students and teachers) will be issued a Certificate of Attendance by the host country of the Learning, Teaching, Training activity. If it is approved by the National Agency, Europass will also be issued to the participants.

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.

Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Requested Grant
Total					0,00 EUR

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Requested G
Total				0,00 EUR

Follow-up

Impact

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

The expected impact on pupils has to do with increase in eco and cultural awareness, development of eco-friendly habits, respectful treatment of the environment, clear attitude towards the outside world, increased communication skills, improved digital skills, interest in foreign languages and cultures and need to be an active citizen. Equally important is that pupils will have a chance to improve relationships, collaboration, communication and team work among peers, to make friendships, to acquire the responsibility of protecting the environment and to become conscious that we belong to the European family. Moreover, they will gain knowledge of other European countries. They will have a positive attitude towards cultural and other differences. It is also expected that partnership with local authorities, recycling companies and sharing experience with peers from different countries will influence positively students civic engagement and responsible citizenship.

The expected impact on teachers is related to increased motivation and improved teaching skills, more knowledge on the topic of ecology and how they can consistently promote eco-awareness to pupils, improved foreign language and ICT skills and definitely they will become more open minded and gain knowledge and ideas as far as teaching, discipline and evaluation approaches are concerned, because as experience has shown as through other Erasmus+ and E-twinning projects, schools in different countries have many differences in lesson-planning, teaching and evaluation. So, teachers will be favored as they will use alternative and innovative methods in teaching through sharing and exchanging good practice, create lifelong friendships among teachers of partner schools and gain awareness of other educational systems. Moreover they will share teaching experience on designing inquiry-based and project-based activities as well as on teamworking. Being involved in CLIL and ICT lessons implementation will undoubtedly improve their teaching skills and knowledge. Furthermore, the improvement of teachers eco-culture and the development of environmentally- friendly habits will benefit from the project significantly.

Parents always wish the best for their children, so they want them to be happy and then successful, so through this project they will gain knowledge on the topic of the project, they will be able to follow the same line as school, as aspects of environment and ecology are concerned and will be more actively involved in school activities. Moreover, since parents will have the chance to participate in the project activities themselves, they will have the chance to spend quality time with their children and at the same time raise their eco-awareness, develop positive attitude towards the personal impact they and their children could have on the ecology, gain European awareness and diversity acceptance.

The schools as organizations will gain a lot, as by inculcating environment and eco-related problems to pupils means that there will be less problems such as lack of recycling habits and throwing litter. Moreover, the curriculum aims and activities will be a long lasting treasure, which can be enriched every year to promote eco-related habits, according to the school's needs. In addition, they will be favored through display to the media and through an upgrading of the use of ICT and new teaching practices that can improve the quality of education offered at the school overall.

Finally, community will directly and indirectly be affected by a friendly crowd, motivated working for the benefit of environment and the active citizenship, as pupils will gain awareness and positive attitudes about aspects like pollution, climate change and the so called 5 R's to Sustainability- Reduce, Recycle, Reuse, Rot, Refuse. Money-raising activities for charity purposes will also benefit non-profit fund raising environmental organizations. Moreover the involvement of local community /local authorities, local medias, local recycling companies/ will lead to more positive attitude towards cooperation in terms of contribution to a global problem at a regional level.

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

The desired impact of the project could be described as follows:

1. Impact at the local and regional level -the activities are structured in such a way to include students, teachers, parents and local authorities as target groups. Being involved in different eco-related activities monthly these target groups will develop consciousness toward eco-related problems as well as eco-friendly habits. Not only direct beneficiaries /teachers responsible for the implementation of the project activities and students taking part in the project activities / will be influenced positively. The impact on indirect beneficiaries could be described in the following way:

- participating schools staff will be positively influenced by the implementation of project activities due to the shared experience among colleagues

- the rest of the students -students, who are not directly involved in the project activities, will benefit from the possibility to learn about the project itself and to watch the activities implementation

- students parents -being part of their children's interests and given an opportunity to watch some of the activities implementation, parents will be also positively influenced which will result in the improvement of their environmental culture

- local communities -the process of collaboration with local recycling companies, local university and city councils will result in development of positive eco attitude among the local communities living in the areas where participating schools are.

Moreover, there will be a great local impact since not only pupils of the participating schools will participate but also pupils from other local schools, through presentations done by the pupils participating in the project and other competitions open to public!

2. Impact on national, European and international level - the activities implementation will be shared via local and national medias, project website, project social medias pages/ Facebook, twitter/, eTwinning, Erasmus+ Project Result Platform. The Applicant organization has some experience in collaboration with university students from the local university Environmental Department which results in article publications on the environmental topic. We are planning to continue this collaboration and articles related to the project topic and project activities implementation will be published and presented on national conferences. Most of the partners have had different eTwinning projects. Polish school coordinator is an eTwinning ambassador. All the participating schools will share the experience gained during the project activities implementation via eTwinning with their partners. Some of our eTwinning partners have already had experience in running similar projects and will be happy to share our gained experience and obtained knowledge during the process of project activities implementation. Moreover, the development of project website as well as social medias pages might result in the environmental awareness increase of all the people who will visit project's social medias pages and website.

Bearing in mind the fact that the project's topic has been set as an international priority by the European Commission justifies the demand this project to be carried out transnationally. Furthermore, participating schools will be able to compare the impact their own countries could have on the ecology. Caring out the project at an international level will result in the development of sense of European citizenship among the students and teachers involved.

Furthermore, the topic of the project is so universal, that by promoting these to our pupils on a regular basis, the effect will be local at first, then regional, European and International. Additionally, some activities will be projected through media nationally and any money raised will be used to help eco-related campaigns. Most importantly, the project will have a vast impact on the educational community at all levels! This is because the products and especially the set of activities-lesson plans will be available for all teachers who are interested, so they can use it as a base for activities related to ecology and environment, try them, enrich them and give some feedback on them.

How will you measure the previously mentioned impacts?

The impact will be measured through the number of participants in project activities organized /workshops, competitions, exhibitions, charity campaigns etc./ as part of the project and as a mean of dissemination and increased impact. Also, questionnaires will be used to be given to parents, teachers and other community members involved in any of the project activities to evaluate the impact of the project on them and/or pupils. Moreover, the number of visitors of project social pages will be used to measure the impact at an international level

Dissemination and Use of Project's Results

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

What will be the target groups of your dissemination activities inside and outside your partnership?

Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

Target groups of dissemination activities could be described as follows:

1. Teachers responsible for the project implementation - being primarily responsible for the organization and implementation of all the project activities, teachers included in the project team will contribute significantly to the dissemination of project results. First, they will personally take part in all the dissemination activities. Second they will be motivated to share and compare the impact project has on them and their students with other teachers from inside and outside project partnership as well as with parents and local community.
2. Students, participating in Learning, Training, teaching activities - Learning, Training, teaching activities will have a great impact on students that personally take part in them. Students will share their experience with the rest of the students from participating in the project schools, with their peers, with their parents and relatives. Moreover they will be able to share their experience, acquired knowledge and obtained skills with their friends from all over the world via project website and project social media pages
3. Participating schools' staff - all the staff from the participating schools will be involved at some point in the project activities implementations. Some of the teachers will take part in Learning, Training, teaching activities, others will be responsible for or will help to the implementation of dissemination activities, will organize workshops, campaigns, concerts, contests, exhibitions, quizzes and in this way will contribute to the dissemination of project results
4. All the students from participating schools - being actively involved in different project activities at a local, national and international level, participating students will be able to share the impact project has on them
5. Parents - being able to watch and take part at some of the project activities parents will also be able to share the impact project has on them and their children
- 6 Local community - during the activities such as charity campaign, workshop with recycling companies representatives, debate with university students, researches, concerts, contests, festivals, exhibitions etc. local community will be actively involved in the activities implementation, will be influenced positively and will become a target group to disseminate project results by commenting the impact that the project has at local and regional level
7. Medias - local and national medias are another important target group for the dissemination of our project results. There will be interviews on the local TV and radio, articles will be published at local and national newspapers/magazines. Bulgarian team is responsible for taking part in a conference related to the ecology and environment
8. International partners - our international partners that will become aware with the project impact via eTwinning, via project website and project social pages are another target group of dissemination as they will provide feedback on the impact the activities shared via Internet have on them

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

First of all, on the first transnational meeting, partners will agree on the dissemination strategy they are going to use.

Dissemination activities will include:

1. Dissemination at a local and regional level

1.1 Dissemination during the project activities implementation - after each activity implementation, people that have taken part or watched it, will provide feedback on the activity, will share their obtained knowledge and acquired skills.

1.2 Dissemination during the staff meetings - twice per year staff meetings at the participating schools will be organized in order to share the impact the project activities have on students and teachers

1.3 Dissemination during the workshops with recycling companies, university students - the process of implementing workshop with representatives from local recycling companies, interviews with local authorities, debates with university students is very important for the dissemination of project impact. First there will be audience to watch the above-mentioned activities and the audience will share the impact these activity have on it. Second the participants in these activities will share the impact the project has on them with their friends, relatives, peers, colleagues. Some of this activities will be broadcasted or launched in local TVs YouTube channels.

1.4 Dissemination during the partnership with local authorities and local medias - we consider the interview with local authorities about the wat they contribute to the environment very important for the project dissemination as it involves students civic engagement in local governing and will have an impact on their responsible citizenship. At the same time, local authorities will value the impact project has on the participating students and local community

1.5 Dissemination during the local concerts, contests, competitions - taking part in the activities that involve parents and local people as audience is a great way to share the impact project has with this audience and in this way to influence it positively in terms of increasing eco-awareness

2. Dissemination at a national, an European and an international level

2.1 Dissemination at national medias, conferences - local medias interviews, publications in local and national newspapers are planned during the project implementation. These activities aim to share the impact project has on participating students, teachers, local community. Moreover, students from Bulgarian school will take part at a national conference on ecology and environmental problems to share the project impact.

2.2 Dissemination via project website and social media pages - international dissemination activities include project website publications as well as publications in project social media pages /Facebook, Twitter/. As a result, project impact will be shared beyond our partnership at national and international level

2.3 Dissemination via eTwinning platform, Erasmus+ Result Project platform and other EU Platforms -using eTwinning platform, Erasmus+ Result Project platform and if possible other EU Platforms /e.g. EPALE/ will contribute to the dissemination of project results at an international level

Who will be responsible for the dissemination 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 dissemination plans?

Each school will have in its project team at least one or two people responsible for dissemination at a local level. This person is in every school a colleague from the IT department, as they will be responsible to upload results and activities on the project website and on project's Facebook account. Moreover, there will be a person responsible for communication with medias at each school that will contact local media representatives to cover the events. Generally, the strong asset of this partnership is the division of tasks both within the teams of each participating school and between the partners. Portugal and Bulgaria are responsible for dissemination results as they have a big IT department and their school teachers are keen and willing to disseminate the results through the partnership on Twin space and on other related websites. Moreover they have significant experience in running Erasmus+ projects.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/tangible deliverables, 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.

All our products will be available on Twin space and all our school websites as well as on project website and project social medias webpages. Moreover, to ensure that all material is available each school in our project will give at the beginning of every year a form of acceptance. This will ask for their permission to take pictures and videos of their children that will be available to public. In case some parents do not give their permission, their children WILL participate in the project's activities, but pictures and recordings of them will not be included in the project. All project results and the set of activities/lesson plans related to ecology and environment will be available and free for any teacher/parent/person interested in the topic and will be available via Facebook, Twitter, eTwinning and Erasmus+ Project Result Platform

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

Through the dissemination activities, the project and its results will be frequently projected to other teachers, local authorities and national authorities. During these activities we will ensure that we make clear to people where they can find the project products (with links on brochures, books, lesson plans, videos etc). Moreover, since there will be a section on each school's library where all products will be placed there, all current and future members of the staff will be able to access them. Also, each school will upload all the products on the school website for a long period of time and not just during the implementation of the project. Finally, products will be available on Twin space, on a project website and on project social webpages that will be created and will have links to the products of the cooperation, links to related articles and parents, teachers and other specialists related to the topic can have discussions, ask questions and give feedbacks.

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

As it was previously mentioned, on the first transnational meeting, partners will agree on their dissemination strategy as well as on the monitoring plan. Every three months, a written report on dissemination activities will be written by the each country's monitoring team and sent to the project quality evaluation team (Portugal- Bulgaria) and thus the timely monitoring of the dissemination process will be implemented. Reports will be available to all partners and they could share ideas on dissemination activities, give feedback and contribute to the dissemination process during the project implementation period. Advice on dissemination is always welcome. The project quality evaluation team will be able to compare and contrast the common and different dissemination activities implemented by the participating countries and promote the most successful ones. At the second transnational project meeting (at the end of the project), a report on the dissemination activities will be presented by the project quality evaluation team and discussed by the partners in terms of the level of success of each dissemination activity. Conclusions drawn will be taken into account and considered by the participating schools after the project completion.

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 most important assets of our project that can ensure its sustainability are the dataset of activities connected to environment and the videos with the examples of good practice. A teacher virtual manual regarding activities about ecology will be created and it will include lesson plans, explanation of the activities and examples of the outcomes of these activities, which will be produced during the project. As mentioned above, schools are living organizations, so although the aims related to ecology will be the same throughout the years, the number of activities might need to change, based on the school's needs, which are determined by the pupil's attitudes, behavior and needs. So this manual can be used as a base and then teachers can add to it after the completion of the project. It will be published in project website where teachers will discuss about the specific topic and practises, add their ideas, evaluate the practices giving feedback and ask their questions.

Moreover, on the second transnational meeting, partners will agree on the strategy and a plan for continuous activities leading to the rise in eco-awareness and promoting eco-friendly habits. These activities will include annual Eco Festival implemented by each of the participating schools, as well as annual publication of a booklet with eco-related activities organized by each of the participating schools. As a result, good practices in terms of developing eco-friendly attitudes among students, parents, local community will be enriched annually. Consequently by the end of the project, each participating school will continue with the implementation of the eco-related activities and their dissemination at local, national and international level. Furthermore, the use of social media will play an important role both in dissemination and sustainability as they will be the main channel for exchange, dissemination and feedback in long-term

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.

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

File Name	File Size (kB)
declaration of honour.pdf	3,029

Please download the Mandates, print them, have them signed by the legal representatives and attach them here.

File Name	File Size (kB)
mandate_E10161129.pdf	10,465
mandate_E10192759.pdf	13,333
mandate_E10224398.pdf	13,308
mandate_E10241083.pdf	13,350

Total Size (kB)

53,485

Checklist

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

- ☒ It fulfils 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: BG01 Human Resource Development Centre (HRDC)

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted as an annex to the application form. 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 Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - 'Information for applicants').

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 Erasmus and European Solidarity Corps platform (for more details, see the section 'Selection Criteria' in Part C of the Programme Guide).

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

For the full description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form. http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm



I agree with the Specific Privacy Statement on Data Protection

Submission History

Version	Submission Time	Submitted by	Submission ID	Submission Status
1	22-03-2020 12:18:38	plamena.markova.ilieva@gmail.com	1640457	Submission OK