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Innovative Teaching Against Bullying

KA229 – Schools Only Partnership

Erasmus+



France * Greece Italy Romania Sweden Turkey

ITAB

DESCRIPTION OF OUR PARTNERSHIP

Innovative Teaching Against Bullying (ITAB) involves six European secondary schools that educate and instruct pupils of diverse ethnic, religious and cultural origins. Most of these learners come from disadvantaged families with low opportunities for learning, traveling or self-educating. They usually have very poor general knowledge, very low skills in foreign languages and ICT, and above all, have no motivation for learning in general and easily give up when they face difficulties in their learning. They have problems to find their place in the world, they don't exactly know how to go through a maturing process and they very often have no idea for their future, have problems with defining their values, understanding themselves. They feel lost and adults around them do not always set up a good example for them.

Different local official statistics show that some of these learners are often victims of violence and mistreated in their own families. Sometimes their mothers are also beaten by their husbands. As a result, these learners lost their self-esteem and have become bullies themselves and mistreat their schoolmates in various ways, including cyberbullying, left alone the conflicts and quarrels with teachers. The repetition of such violent behavior affects the atmosphere at school and makes the other learners feel insecure. Therefore, our partnership will primarily focus on these misbehaving learners.

Therefore, it appears judicious for us to shape these learners' positive attitudes by engaging them in a challenging ICT-based European partnership. Their active participation in this collaborative challenge will, on the one hand, enable them to acquire new skills in ICT and become creative. On the other hand, they will regain their self-esteem and self-confidence and become more respectful towards their schoolmates and teachers. Besides, the project will offer them an opportunity to meet other European learners of their age, to develop their oral communication competencies in foreign languages, to acquire intercultural skills, and thus, to build their European citizenship.

To implement our partnership and hit our objectives we have shared tasks amongst us according to each other's experience and expertise. A five-day ICT workshop will be organized for teachers in December 2020. Participants will learn how to use a variety of ICT tools, and how to share all created materials on a dynamic project website. Three Transnational Project Meetings will also take place. They will offer teachers the possibility to practice foreign languages, to get familiar with other European know-how by observing classes in the hosting countries, and to exchange good practice by giving ICT-based lessons themselves to local pupils.

Regarding the learners, we will first make preliminary assessments and rate pupils' ability level on a number of skills. Based on the results we will purposefully create small groups that blend abilities and backgrounds and incorporate team-building activities carefully adapted to their abilities and possibilities. Besides, we will have them complete tasks that involve using ICT and oral communication skills that they will likely need in their future professional life. Finally, they will participate in two ten-day Citizenship Intercultural Language Camps (CILC) which will be held in two different partner countries. These camps will put these learners in authentic communication situations and give them good opportunities to cooperate with other European learners of their age and high up their self-confidence, make new friends, foster tolerance and enlarge their cultural horizons.

To ensure the efficiency of our strategy, various evaluation tools will be developed and used. Communication between partners through video conferencing will occur every month to ensure the best follow up of the partnership activities, and a WhatsApp group will be used for day-to-day exchanges. To disseminate our results as widely as possible we will use the European Twinspace, create a

dynamic website, a Facebook page, a YouTube channel and a Twitter account. To sustain our partnership and its results we have agreed to continue our cooperation beyond the two years of the project through the eTwinning platform.

As a result, this partnership will not only help to fight against bullying and make the schools' environment more positive and safer for learning for the other pupils, but will grant bullies a chance to change their image and behavior, and to high up their self-esteem. Moreover, it will allow them to acquire new skills which will undoubtedly raise their future social inclusion opportunities as well. The partnership will also allow constructive exchanges of good practice between European teachers, and promote the incorporation of innovative digital teaching method and project-based pedagogy in the teachers' daily pedagogical practice, which will make their classes more engaging and more challenging for these target groups as well as for the other learners in the partner schools.

MAIN OBJECTIVES

Following the description above, we are aiming at awakening these learners'interest in the surrounding world, to shape their positive attitude so as to favor their social inclusion by engaging them in a challenging partnership. Their active involvement and investment as ambassadors of citizenship in this project will, on the one hand, enable them to become creative and to acquire new skills in ICT and foreign languages to be able to respond to the requirements of the labor market. On the other hand, they will regain their self-esteem and self-confidence. They will change the image they have of themselves, become respectful and proud of themselves, and thus more respectful towards their schoolmates and teachers. Besides, acquiring new skills by having direct contact with pupils and teachers from Europe will make it challenging. The understanding of differences and similarities in a multitude of cultures will grow and our pupils will value the richness of cultural pluralism and will easily go to study abroad, work there or just go for a training session.

Finally, the partnership will enable diverse groups of teachers to cooperate together, share and transfer their experience and expertise. Thanks to their involvement in this partnership they will find out how other European institutions operate and will incorporation innovative digital teaching methods and strategies within their own institutions, which will be beneficial, not only for the target groups but for all the other learners as well

PRIORITIES AND TOPICS

Social inclusion
Supporting the uptake of innovative approaches and digital technologies for teaching and learning
Promoting a comprehensive approach to language teaching and learning
Teaching and learning of foreign languages
ICT - new technologies - digital competences
Creativity and culture

TARGET GROUPS

The direct target groups of learners with heavy learning difficulties, aged 13/14, will be chosen from different classes but they will be gathered in two groups after their usual classes and work within the Erasmus+ workshop specially devoted to the project. The other learners in these classes will be the indirect target groups. Teachers involved will acquire new skills during the ICT workshop in Sweden and will use them progressively in all their classes to make them more engaging for the rest of the learners. So, other pupils in these classes will also benefit from the new skills these teachers will integrate in their daily pedagogical practice. Besides, the searching for information about the other partner countries will take place during history and geography lessons, the logo contest will be done during arts and computer science lessons, the writing of the song of the project will happen during English classes, learners will rehearse the song during the music lessons. So during these class hours all learners will be involved and benefit from these activities. During the Transnational Project Meetings hosting schools will involve different classes to prepare the meetings and all the products to be shown to the visitors. Teachers involved will acquire new skills thanks to the ICT workshop and will share their new competencies with other colleagues by organizing some workshops on specific use of ICT in other subjects. Indirect target groups of adults: parents, other teachers, the burser and his/her secretary, administration staff, staff that work in the school canteen if any will occasionally participate on special occasions such as Transnational Project Meetings, Erasmus+ Day and school open doors.

SUPPORT TO DISADVANTAGE TARGET GROUPS

We firmly believe our partnership will promote and achieve social inclusion as it will offer a unique opportunity to disadvantage pupils with fewer opportunities and / or special needs. We will support these participants and allow them all our attention and care so that they can feel part of their school community and achieve great performances.

These learners, including the hearing impaired Romanian pupils, suffer from heavy learning and difficulties. They are not autonomous and have very limited skills in ICT, so they will attend and ICT workshop in very small groups so that teachers can have enough time for each one of them as they need close assistance to learn and to feel self-confident. These participants will receive extra attention

and supervision from the teachers in charge. We will adapt activities to their age and capacities. We will keep in mind children's obstacles when we distribute tasks so that they can engage themselves easily in the activities and reveal their talents and abilities.

Because of their behavior and the bad image they have of themselves they may fear not to be accepted by the other learners, so they will have more drama classes to help them overcome their anguish, to feel at ease and to learn how to communicate with other European learners of their age. They are also very introvert and can't speak foreign languages so an intensive linguistic preparation will be organized for them before each CILC, and during these camps these learners will be very closely supported and assisted by their teachers. The Romanian pupils will be almost individually assisted by their teachers (one teacher per two learners).

We will integrate cultural facts in the activities so that these learners can learn about the other partner countries' culture, way of life, habits and customs, this will help them to mix and interact more easily with the other European pupils and avoid situations of misunderstanding, discomfort or conflicts. All the more that they will use the internet to do researches about these counties. A very close cooperation will take place with families too so as to make everyone at ease. Partner schools have supporting programs that will also support these learners financially whenever it is necessary so that all involved learners will participate equally in the activities and mobilities.

METHODOLOGY TO ACHIEVE OUR MAIN GOALS

We will make a preliminary assessment and rate learners' ability level on a number of basic skills. Based on the results we will purposefully create groups that blend abilities and backgrounds.
We will widely use team-building activities, give our learners the possibility to learn by doing in an informal way to acquire autonomy and to develop a method of work. To facilitate the group work processes we will ensure our learners access to innovative learning and teaching methods, offer them the opportunity to be active and more inventive as they will be using new technologies while making e-presentations, posters, interviews, and short videos to prevent bullying. To offer them the opportunity to high up their self-esteem, self-confidence and build their sense of responsibility we will offer them a chance to become ambassadors of citizenship and contribute with their ideas to the implementation of the project and have them complete tasks that involve using and developing skills that they will likely use in their future professional lives. We will put our learners in authentic intercultural situations by organizing two Citizenship Intercultural Language Camps (CILCs) in Italy and Turkey. This will also allow them to meet and interact with other European learners of their age and acquire competences in oral communication, mainly in English but not only as they will also be initiated to French, Spanish, Italian and Sign language. Thanks to these camps our learners will also discover European cultures in native place and introduce their own culture, build friendships, broaden their cultural horizons, acquire new social and intercultural skills and foster tolerance.
A weekly one-hour Erasmus+ workshop will be devoted to the project in each partner institution. It will take place the same day at the same time in order to facilitate cooperation between learners. It will help them acquire some basic digital skills necessary for the achievement of project activities and to learn how to collaborate online using the Internet. Later on, this workshop will be used to help learners develop their spoken English skills as they will interact during Videoconferences. It will also be used to write and illustrate posters, to finalize the logo contest, to rehearse the Erasmus Citizenship Song and to make e-presentations about schools and cities. Learners with very low English skills will have intensive language lessons to be able to interact with other European learners during the CILCs, and drama activities to overcome their anguish. As a result, they will achieve personal goals within the group, see the progress they have made, increase their personal satisfaction, consider their learning in a positive way, think differently about their personal image and improve their social attitude and behavior.
We will promote the exchange of good practice between European teachers during mobilities and CILCs, then between local teams to foster teamwork in the partner schools.

PLANNED ACTIVITIES TO IMPLEMENT THE PROJECT

This is a learner-centered project in the first place, with learners involved in all phases of the project. Based on the initial evaluation, we will undertake the following activities to meet their needs and expectations.

Erasmus + corner in the partner schools: To promote the partnership inside the partner schools learners will make an Erasmus poster by end of October 2020 to inform the school and local communities about the project, then start organising an Erasmus+ corner in the partner schools beginning of November 2020. This place devoted to exhibit the project activities and productions will be kept up to date all through the two years of the project. An Erasmus+ plaque or banner will also be made and hang there.

E-presentation of the partner schools: Learners in each partner school will make a short e-presentation in English and their national language about their school by end of December 2020 and upload it on the project website. This will help learners to discover the other European schools, as learners will not all have the opportunity to visit each other's schools during the project years.

Logo of the project : A local logo competition will be organized in each partner school from beginning of January 2021 to the end of February 2021. Learners will design and make different logos related to the theme of the project, then organize a vote to select their two best productions. Then, each partner school will send its elected logos to the Greek partner in charge of the management of the project website. The latter will organize a contest on the European level in March 2021. Learners from all partner schools will vote for

the best logo amongst all the best nationally produced ones. The winner will become the official logo of the project and will appear on all documents related to the partnership and will be uploaded on the project website. During the first CILC in Italy in May 2021, the winner will be congratulated and given an Erasmus+ prize that will be made out of recycled materials. The Romanian and Swedish pupils will design and make three prizes.

Learners will participate in attractive and engaging classes, based on E-lessons to enhance their motivation, awaken their interest and make them more active and responsible for their learning. They will also participate in creative workshops that will allow them to express their creativity, to learn by doing and to acquire the sense of organization, autonomy and develop team spirit and sense of solidarity, all within small groups, using collaborative work.

Learners will make posters to promote these activities and write articles, make photo exhibitions and do interviews to be published on the project website. Then, every three months they will have a video conference with European learners from the other partner schools and exchange about the activities they have undertaken so far. This will allow them to improve their communication skills in foreign languages, a planning will be set up for this purpose.

EXPECTED OUTPUTS

Magazine of the project: All through the two years of the project learners will use ICT to write illustrated articles, posters and poems. These productions will illustrate the activities of friendship, solidarity and tolerance in which they will be involved in locally, inside and outside partner schools, and during the CILCs and Transnational Project Meetings when these latter are hold in their own country. In these productions they will also give their impressions about their personal experience and express their personal views about the project in general and its benefits on their behaviour and learning. They will also transcript interviews they will make during activities and meetings. All these products will be gathered in the magazine of the project that will be published in June 2022 in paper and digital formats by the Romanian partner. All partners will use the content of the citizenship glossary to make educational puzzles and crosswords in English and translate them into their national language. These puzzles and crosswords will also be included in the magazine.

Citizenship glossary: Learners will search on internet to find all specific terms in English related to the topic from October to December 2020, make a list and upload it on the project website. In January, the Greek pupils will make a general list of all these the specific terms searched by learners and publish it on the project website end of January 2021. Each partner school will download it and get their learners translate all the terms into their national language from February to March 2021, then upload the translations on the project website. The Greek partner will organize all the terms and their translations into a draft booklet that will be finalized by all partners during the following meetings and inserted later in the magazine of the project.

Erasmus Citizenship song: During the first CILC in Italy in May 2021, learners will decide on the melody on which the song will be written. Then, they start the writing of the lyrics in small transnational groups. Suggestions will be exchanged and the final version will be written under the supervision of the English and the music teachers. After, the participants will rehearse the song and the final version will be ready by the end of the camp and recorded so that learners could rehearse it in their schools. Other learners and teachers who will attend the second CILC in Turkey in May 2022 will also rehearse it. It will be recorded again there by the French team. The latter will be in charge of the montage and the production of the song to be disseminated. All learners and teachers involved in the partner schools will rehearse it at home and sing it during events they organise. Learners and adults will also sing it during the closing ceremony in Romania in June 2022. The song will not only become the motto of our partnership, but will allow learners to prize the positive impact of the partnership on their behaviour and learning.

Video clips to prevent bullying: During the second year of the project learners in the partner schools will make short video adverts in English and in their national language to incite learners in their schools to adopt a peaceful attitude and to refuse bullying. The message they will convey will explain how active citizenship can be beneficial not only for the atmosphere at school but for learning as well. Their personal experience and its benefits will be outlined in the content of the adverts. All adverts will be widely disseminated as they are produced and the best adverts will be chosen and acted within collaborative work by mixed transnational groups of European learners during the second CILC in Turkey in 2022. The Coordinator will be in charge of the shooting and the production of the best video clips. These final clips will be widely disseminated to foster respect, solidarity, friendship and safety at school.

Website of the project: The lay out and organization of a dynamic website will be discussed and finalized during the first transnational project meeting in France. Then it will be constructed by the Greek partner. The latter, highly qualified in ICT, will keep it up to date. National coordinators, teachers and learners involved will get a log in and a password to be able to upload their productions. The website, the shop-window of our partnership, will be used to disseminate the results and outputs of the project. The consortium shall rent a domain for five years in order to assure free access to the outputs until 2025. The productions will also be disseminated on the different European portals (Twinspace…etc.).

SHARING OF DUTIES AMONGST PARTNERS

Tasks and responsibilities within the partnership

France will coordinate, supervise the dissemination of the project results and outputs via Twinspace and will be in charge of the Mobility Tool. France will also be in charge of French lessons through role-play during the two citizenship cultural language camps for learners – (CILCs) in Italy and Turkey. French team will hold the first transnational project meeting in October 2020 to launch the partnership. The French team will write the report about this meeting, and the interim and final evaluation reports.

The Swedish school has never been involved in Erasmus+ partnerships but their administration and teachers are extremely interested in developing their experience of collaborating with other European schools and enriching the experience of their learners as they believe it will lead to an increased engagement in their learning, and to an improvement of the school atmosphere. The Swedish team will give English lessons through games during the two CILCs and build the oral communication and social assessment tools. They will also organize the ICT workshop for teachers in November 2020. Their school is very well equipped with new technologies and the head of the ICT department is an educational technology expert. He will be in charge of the ICT workshop for teachers. The Swedish team will write the report about the second CILC in Turkey.

The Italian school has already been involved in a Comenius partnership in 2012. The school staff has participated in different local programmes to fight absenteeism. Today, they are in the process of transforming their school into a Learning Community. To carry out this transformation they are eager to cooperate and learn from other European schools. They are very enthusiastic and have strong experience in organizing outdoor events, contests and youth camps. They will hold the First CILC for learners in May 2021. They will give Italian lessons through games during the CILCs and will cooperate with France to make the travelling activity booklet to be used by participants in Italy. The Italian team will write a report about the ICT workshop in Sweden.

The Greek school has already been involved in some successful Erasmus+ projects, their school has also been granted different eTwinning Labels for the successful partnerships they have implemented. They are aware of the commitment, tact and rigor required from partners, and are fully prepared to highly contribute to the success of this future partnership. Their ICT teacher, highly experienced in new technologies, will build a dynamic website for the project by end of September 2020 and keep it updated. Greece will also be in charge of the dissemination through the eTwinning TwinSpace and other European portals, they will also present these different portals to the participants first during the transnational project meeting in France, then more practically during the ICT workshop in Sweden. They will hold the second transnational project meeting in June 2021. The Greek team will write a report about the CILC in Italy.

The Turkish school has never taken place in a European project. But they are very willing to get involved in this Erasmus partnership. Some of their teachers had a few training sessions under the Turkish National Agency on organizing youth projects around their country. They will organize the second CCLC for learners in May 2022. Their music teacher will be in charge of the Erasmus citizenship song during the CILCs, and will cooperate with France to make the travelling activity booklet to be used by participants in Turkey. They will also hold the second CILC for learners in May 2022. The Turkish team will write a report about the final transnational project meeting in Romania.

The Romanian school has already been involved in different European projects before. They are very happy with the impact they had on their pupils and school community. They are very enthusiastic to continue their European cooperation. Their teachers have good knowledge of English and computer literacy. They will be in charge of the elaboration and publication of the magazine of the project in paper and digital versions. They will give sign language lessons through games during the CILCs. They will hold the last Transnational Project Meeting and organize the closing ceremony in June 2022. The Romanian team will write a report about the first transnational project meeting in Greece.

Management, Cooperation, Communication

Partners will translate the project into their national language and disseminate it locally. Each partner school will gather their team, share responsibilities and immediate tasks, plan the integration of the project activities into the curriculum, plan the use of the extra two-hour Erasmus+ workshop to be used for the implementation of the project, present the project to the target groups and explain all scheduled activities, establish small groups and prepare lists with who will do what concerning learners' duties, explain the mobility selection criteria to them, invite parents to take part in local activities, get signed parental agreements, define where ERASMUS+ corner will be situated, establish internal modalities of communication and information and establish the local meeting plan.
Learners involved will learn how to use the Internet, ICT, a digital camera, a video camera, a smartphone, and a tablet as they will need to take pictures, shoot videos and record interviews during the CILCs. Three TPMs (France, Greece and Romania) will be held to launch the project, to evaluate the 1st year and make the necessary changes and improvements, and to evaluate the whole project at the end.

All partners will cooperate online in real-time and communicate mainly through the eTwinning Twinspace. Videoconferences will take place every month to follow up on the activities. But WhatsApp messages and calls will also be used for urgent needs, and to foster friendship. Besides, FB will allow involved pupils to build friendships, share experiences and publish pictures about activities for wider dissemination.

Dissemination

All reports, outputs of the partnership, the evaluation tools such as questionnaires, and the programme of the CILCs will be produced under cooperation with the project coordinator, and will be published on the eTwinning TwinSpace, School Education Gateway, Erasmus+ Project Results Platform, different social media networks and the project website for wider dissemination.

LEARNING, TEACHING AND TRAINING ACTIVITIES

Today learner groups in the partner schools are more heterogeneous than before (in terms of mother tongue, gender, ethnicity, faith and ability. So, teachers are required to use the opportunities offered by new technologies, to respond to the demand for individualized learning and to assist pupils to become autonomous life-long learners.

In this perspective, a five-day ICT workshop will be organized for teachers in Sweden in December 2020. Three teachers from each partner organization will attend it. It will be monitored by a Swedish educational technology expert. It aims at permitting teachers to acquire the necessary skills to undertake the project activities and to be able to make innovative lessons using digital teaching materials and ICT.

Thanks to this workshop teachers will learn how to share documents, cooperate on a collaborative platform and create innovative lessons using different kinds of new technologies such as pictures, learning object, video, flash animation, gif animation and sounds. They will also learn how to use smart phones and tablets, and to implement a flipped classroom model, the most promising model in future classroom.

By exchanging ideas and experiences among European teachers to be put into the pedagogical daily practice, new methods could be developed to the benefit of the learners' didactical situations. Besides, the use of ICT improves the atmosphere of class cooperation, memorization, understanding, self-learning and increase motivation to learn.

Please see the detailed description and programme of the workshop attached to the e-form.

First Citizenship Intercultural Language Camp in Italy in May 2021. The Greek team will write a report about this mobility.
Second Citizenship Intercultural Language Camp in Turkey in May 2022. The Swedish team will write a report about this mobility.

The two CILCs that are planned in the frame of this project, will first expose all learners involved in them to a rich and colorful linguistic environment. They will interact with other European learners of their age and develop communication skills not only in English but will also discover other European languages such as French, Italian, Spanish, Turkish and Sign language. (Languages are the most important factor that allow people to understand each other). Then, they will get to know their European neighbours and learn from them and about them and accept differences as a wealth. Here, our project aims at conveying messages of friendship, tolerance and mutual respect. Besides, cultural interactions will enable learners to develop intercultural skills and value the richness of cultural pluralism. Finally, it will help them gain their self-esteem and build their self-confidence, thus reconsidering their attitude and scholarship in a more positive way.

Adult participants attending the ICT workshop will be chosen amongst teachers who are willing to innovate their way of teaching, first by getting involved in the project, then by integrating the new skills they will acquire in their daily pedagogical practice with their other classes. They will also agree to share their new competencies with other teachers interested in acquiring ICT skills. Teachers involved will also engage themselves to spread collaborative project-based pedagogy in their school.

Participants to the CILCs camps will be chosen amongst actively involved learners who at risk of failure and exclusion.

These learners do not master the basic skills required from them at this stage of their scholarship. Besides, they lack self-confidence and have very low self-esteem. They may fear not to be accepted by the other learners, so they will have more drama classes to help them overcome their anguish and to learn how to communicate with other learners of their age. They are also very shy and can't speak foreign languages, so an intensive linguistic preparation will be organized for them before each CILC, and during the camps these learners will be almost individually assisted by their teachers (one teacher per two learners).
These learners are also very slow and have very limited skills in ICT, so they will attend and ICT workshop in small groups so that teachers can have enough time for each one of them as they need close assistance to learn and to feel self-confident.

As regards to the safety of the participants, we have selected serious and safe camp centres in Italy and Turkey. Partners will use secure and reliable air companies. During local visits abroad participants will use private buses that will be hired for the purpose. All risky activities will be avoided and multi-risks insurance will be contracted for all participants.

- Certificates of Training will be delivered to teachers after the ICT workshop in Sweden, including a description of the competencies targeted, particularly useful for temporary teachers who can use it to validate acquired experience and competencies.
- All teachers involved will be encouraged to make a Euro CV. The coordinator shall inform all partners during the 1st TPM so that all institutions involved take this into consideration. A follow up will be done during each TPM. In case of need a workshop will be organized to help teachers build their Euro CV. At all cases a model will be communicated to all adults involved.
- Learners will receive a certificate of social and intercultural skills after each CILC and an evaluation certificate for their social skills and oral communication competencies in English based on an assessment tool in compliance with the European language portfolio. An ICT certificate will also be delivered to learners who would have developed strong skills in this field.

TRANSNATIONAL PROJECT MEETINGS

Three teachers including the national coordinator or two teachers and the principal / headmaster from each partner country will participate in the TPMs.

There will be 3 meetings in total:

- First TPM in France in October 2020. Coordinators and headmasters will meet. The coordinator will present the project, explain what is expected from everyone at all stages of the project and remind them about the importance of ensuring a balanced budget. Then, the delegations will discuss activities to be undertaken and expected outputs: the project website, ICT workshop, Erasmus+ corner, e-presentation about the school of each partner, logo contest, Erasmus song and the magazine of the project. Then, more specifically, they will focus on the 1st year questionnaire, establish the order in which the 1st year visioconferences between target groups will happen, suggest improvements for the project website and discuss its functioning, the articles, posters and presentations that will be made by learners, decide on the layout of the common magazine, and the evaluation tools to assess the learners' evolution, progress, social and oral communication skills during the camps. Visitors will attend some local classes, exchange with the French colleagues and learn about French school system.

The Coordinator will write a report about this meeting and will upload it on the project website.

- Second TPM in Greece in June 2021. Teams meet again to evaluate the first year activities, Improvements concerning activities, evaluation and assessment tools, communication, implementation of the project, budget and time management will be decided if necessary. Then, they plan the organization of the 2nd CILC for learners to take place in Turkey in May 2022 (the travelling booklet, the feedback questionnaire and the social and oral communication evaluation tools). Elaborate the second year questionnaire. Visitors will attend some local classes and learn about Greek school system. Then, each visitor team will give two lessons (prepared at home) totally made with digital materials to one of the local classes and get their feedbacks.

The Romanian team will write a report about this meeting and upload it on the project website.

- The third and last TPM in Romania in June 2022. Teams meet again to evaluate the project and its impact, and make the plans for the sustainability of the project. Partners are willing to incorporate by then a sustainable collaboration-based module in the curriculum of their schools so that all learners can benefit from it. Visitors will attend again some local classes, learn about the Romanian school system. Then, each visitor team will give two lessons (prepared at home) totally made with digital materials to one of the local classes and get their feedbacks.

  A closing ceremony will be held to disseminate the project and its results. Visitors, Romanian learners, teachers, administration, families, local authorities, education headquarters' representatives, colleagues from local schools, local and regional press and media will also be invited. An Erasmus wall that portrays all project activities, results, outcomes and benefits will be built together by all locals and visitors. A short e-presentation about the partnership and a short film about the cultural language camps will be shown to the audience. Delegations will give short speeches. Then, interviews will be given to local and regional press and media. Romanian learners will perform traditional folk dances, then learners and adults sing together the Erasmus+ song. Finally, a farewell party will be organized. Participants will taste traditional dishes and drinks from the partner countries and dance to European traditional folk music.

The Turkish team will write a report about this meeting and upload it to the project website.

The coordinator will write the intermediary and the final evaluation reports.

THE FOLLOWING TWO POINTS ARE SUMMED UP SPECIALLY FOR GREECE AND ROMANIA

USE OF eTWINNING, SCHOOL EDUCATION GATEWAY AND THE ERASMUS PROJECT RESULTS PLATFORM FOR PREPARATION, IMPLEMENTATION OR FOLLOW-UP Of THE PROJECT

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So, we will make the eTwinning TwinSpace our main project's platform. We will ask teachers and pupils involved to register. They can get access to the project's TwinSpace from the projects' profile in eTwinning Live or from the eTwinning portal, view, comment on and like posts from project's members, post materials and updates related to our project, access the Instant Messenger from the 'Online Members' box, join the chat room when we organize an online meeting or just create a thread for dissemination sake. We will also invite parents and partners to join TwinSpace and grant them different user permissions.
We will create public pages where we can post text, images, or embed videos to promote the productions and results of our project and make them visible online, beyond our own local communities. Besides, this same portal will be our main and official means of communication. Although other social networks will also be used for wider dissemination and urgent communication such as phone calls by WhatsApp, we will create a Twinboard to interact with each other, to create a discussion (forum) on a special aspect of the partnership or a poll to get people's feedback or our pupils' feedback after the CILCs. We will also use TwinMail when we need to contact pupils for some special tasks, and we will organize visioconferences to communicate, collaborate, share information, exchange good practice and ensure the follow up of the planned activities.
To give more visibility to our partnership and to share our experience we will also build pages for our project on School Education Gateway and the Erasmus+ Project Results Platform.
During the weekly Erasmus workshop that we will organize in each partner school pupils involved will get trained on how to use the Twinspace. We do believe that this means will allow them to acquire good skills in ICT and will help them develop their communication competences. They will be asked to prepare a presentation about their school and disseminate it on this portal. They will exchange with the other European pupils of their age about their respective countries and about the activities they will be involved in.
Regarding the adults, Greece and Romania will cooperate and make a presentation for teachers about the Twinspace and its functioning during the Transnational Project Meeting in France and will organize a training session during the ICT workshop in Sweden so that all adults involved can get familiar with this portal and share their skills with their pupils and colleagues.

SHARING OF BEST PRACTICE AND MENTORING OF LESSEXPERIENCED PARTICIPATING SCHOOLS IN eTWINNING

The Greek and Romanian schools have been very active within eTwinning and TwinSpace and have both been granted different eTwinning Labels, National Quality Labels, and the European Quality Label. The French school has undertaken some eTwinning projects and has been granted some eTwinning Labels too. The school has an eTwinning ID – 80493.
The EU platforms inspired us while elaborating on our project. So, we will be very active in promoting the values and pedagogy of eTwinning and will do all we can to serve as reference schools for our local community as well as for educational communities around the world. All the more that principals and headmasters of the partner schools involved here recognize the importance and values of eTwinning, and have all confirmed their will to support their teams and to embed the eTwinning spirit in their schools' policy and curriculum.
To hit this objective, the Greek and the Romanian schools will cooperate under the supervision of the project coordinator and use eTwinning TwinSpace to widely promote our project and to disseminate our productions and outcomes. They will present the platform, how it functions and how it can be used to the partners and provide them with all necessary information and practical and legal tips. For instance, they will inform them that when embedding a short video-clip or uploading a picture, which include materials from third parties like sound, music, voice or photos, they must make sure that the owners of the content have given their consent or written approval for the use of the video or photo, that anyone appearing in a video or on a photo has given their clear consent regarding their picture, image or sound being used in the video or photo, that any personal data (name, email address, home address, picture etc.) of the pupils that they use for the project, is handled or processed in accordance with the EU's General Data Protection Regulation.
Our reliability, commitment and availability as a transnational team within the frame of this Erasmus Plus partnership, the dissemination of our different activities regarding Citizenship Intercultural Language Camps and innovative and creative approaches to digital pedagogy we will undertake, and the outcomes we will produce will be our major assets to serve as model partners and inspire other European schools to get involved in European professional development programs in the future, to collaborate online and to share good practice, and thus participate to the development of the eTwinning spirit and action.
At the end of our project, we will encourage all partners to apply for The School Label. If granted, it will not only recognize the work we would have accomplished and our engagement in eTwinning but will also encourage our schools to become proactive in supporting other local schools, including less innovative ones, to begin a developmental journey towards becoming an eTwinning School.

THE BUDGET

Learning Teaching Training Activities
Accommodation and food: 106 Euros per adult per day / 58 € per pupil per day.
Travel support: according to the distance from your country to the country of venue 6 see the table below

RECAP OF THE MOBILITIES

DATE	LIEU	NUMBER OF DAYS	MOBILITE	PARTRICIPANTS
Octobre 2020	France	5 working days (within management line)	1st TPM To launch the partnership	All partners 3 adults per country
December 2020	Sweden	5 (5x106 € per adult) Transport : 275 € per participant Italy, Greece and Romania : 360 € per participant	ICT workshop	All partners 3 adults per country
April 2021	Italy	Within management line	Preparatory visit ahead of the CILC	Coordinator
May 2021	Italy	Teachers : 106 € per day Pupils : 58 € per day Transport : 275 € per participant Sweden : 360 € per participant	1st CILC	All Partners 2 teachers 10 pupils Romania (8p+4t) Turkey (20p+4T)
June 2021	Greece	5 working days (within management line)	2nd TPM Evaluation of the 1st year	All partners 3 adults per country
Avril 2022	Turkey	Within management line	Preparatory visit ahead of the CILC	Coordinator
May 2022	Turkey	Teachers : 106 € per day Pupils : 58 € per day Transport : 275 € per participant France / Sweden : 360 € per participant Romania: 180 € per participant	2nd CILC	All Partners 2 teachers 10 pupils Romania (8p+4t) Turkey (20p+4T)
Juin 2022	Roumania	5 working days (within management line)	3rd TPM Final Evaluation of the Project Closing ceremony	All partners 3 adults per country