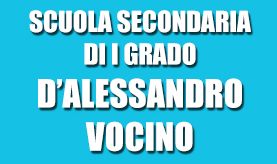
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***We are European,***

***We are Equal***

**#EQUAL IN SPAIN**

CÓRDOBA, 23rd-25th OCTOBER 2018

**SPECIAL THANKS TO THE FOLLOWING ATTENDANTS:**

*From Scuola Secondaria di I Grado D’Alessandro Voccino (Italy)*

Incoronata Giuseppa Di Tullio (School Principal)

Ms Giovanna Della Monica (Coordinator)

Ms Angela Maria Galaso and

Maria Montemitro

*From 3rd Gymnasium of Naoussa (Greece)*

Ioannis Vartholomeos (School Principal)

Martha Karvounidou (Coordinator)

Athina Peiou and

Dimitrios Kangas

**Please write your email address and sign below your name:**

*From Scuola Secondaria di I Grado D’Alessandro Voccino (Italy)*

**Incoronata Giuseppa Di Tullio (School Principal)**

Email address and signature:

**Giovanna Della Monica (Coordinator)**

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**Martha Karvounidou (Coordinator)**

Email address and signature:

**Athina Peiou**

Email address and signature:

**Dimitrios Kangas**

Email address and signature:

*IES Guadalquivir (Spain)*

**Inmaculada Mediavilla Díaz (School Principal)**

Email address and signature:

**Julia Gracia Ordóñez (Coordinator)**

Email address and signature:

**Jose Luis Blanco López**

Email address and signature:

**Mercedes Perez Calvillo**

Email address and signature:

**Jocelyn Bocanegra**

Email address and signature:

**Jara Morales Gómez**

Email address and signature:

**PROGRAMME OF ACTIVITIES (TEACHERS)**

|  |  |
| --- | --- |
| **DATE** | **ACTIVITY** |
| **Monday 22nd October** | * Arrival to Cordoba.   ITALIANS: 12:15 Madrid. Bus to Cordoba. Arrival at 18:00  Meeting Spanish school Principal and Julia.  Walk to hostel and meet staff.  Welcoming *Tapas* in *El Pimentón.*  Return to hostel. |
| **Tuesday 23rd October** | 8:30 Quick coffee  8:35 Meet Julia and walk to *Town Hall*  9:00 Official welcoming by Spanish local representative  9:30 Official visit to the local Europe Direct Office and tour of the building  10:00 Bus to IES Guadalquivir  10:15 Tour of the school. Meet pupils and teachers.  12:10 Meeting with families and NGO representatives.  12:00 Coordinators meeting (tea/coffee available)  15:00 Lunch with families  16:00 Training Session at school (tea/coffee available)  19:00 Walk around city centre  19:30 Visit to the flower art exhibition  20:00 Visit to a typical *Patio*  20:30 Dinner at *Mezquita Corregidor*  22:00 City View and drink at *Sojo* |
| **Wednesday 24th October**  **(Local Bank Holiday)** | 8:15 Breakfast at accommodation  8:45 Meet teachers. Taxi to *Medina Azahara.*  11:30 Coffee in town  12:30 Visit to the *Alcazar and Muslim Baths*  13:30 Lunch at *Sociedad Plateros*  16:00 Visit to the *Mosque*  17:00 Visit traditional streets  17:30 Tea/Coffee at traditional Café  18:00 Visit to the *Calahorra Tower*  20:30 Dinner and Flamenco performance at *Doble Cepa* |
| **Thursday 25th October** | 7:30 Meet Jara and Jocelyn and taxi to the train station.  8:00 Train to Seville  9:30 Breakfast  10:00 Self-guided tour of the city (Cathedral and Giralda)  16:00 Visit the Royal Fortress  17:00 Tour of the Maria Luisa Park, Santa Cruz quarter  18:30 Departure from Seville  20:00 Return to Cordoba and walk to the hostel. |
| **Friday 26th October** | 9:00 Breakfast with Julia  9:30 Certificates and souvenirs  10:00 Walk to the train station  11:00 Train to Madrid/Malaga |

*Tuesday 23rd October 2018*

**1. PROJECT REVIEW**

**1. Introductions of all the ATTENDANTS and the rest of the Erasmus + teams included in the project in each school:**

*From IES Guadalquivir (Spain)*

**Inmaculada Mediavilla Diaz (School Principal) – STEERING COMMITEE**

As the school Principal she shares her outstanding managerial skills. As included in the project she is in charge of the organization of the school events.

**Julia Gracia Ordóñez (Coordinator) – STEERING COMMITTEE**

In charge of the coordination of the project both in the Spanish school and in the partner schools. She communicates internally and with the partner coordinators. She has a clear idea of the project in order to implement it effectively. She cooperates in all project activities with the 3 target groups: pupils, teachers and other stakeholders. She also coordinates the project dissemination.

**Mercedes Perez Calvillo – COORDINATION COMMITTEE**

She is the School Counsellor. She is in charge of the integration of the project into the curriculum and staff training. She notably works on the integration of the seven themes into class content.

**Jocelyn Bocanegra – COORDINATION COMMITTEE**

Initially not included in the project application but now joining the project. She is a Modern Foreign Languages teacher (French and English). She is also the teacher training coordinator at IES Guadalquivir. She cooperates in every activity linked to both the implementation of the project in the curriculum and the planning of teacher training.

**Jara Morales Gómez – COORDINATION COMMITTEE**

Initially not included in the project application but now joining the project. She is an English teacher in the school and the Humanities area coordinator. She cooperates in every activity linked to the curricular integration of the project. She also leads the audiovisual material.

**Jose Luis Blanco López – ASSISSTANT TEAM**

School Vice Principal, as well as maths and ICT Teacher. While Ana Isabel García is absent due to illness, he will take care of budget control. He is in charge of the website development and facilitation of other digital platforms.

**Florencio Sanchez Huertas – ASSISTANT TEAM**

He is the school Social Worker. He is in charge of engaging pupils and families and maximizing its social impact by linking the project with other community networks.

**Ana Isabel García – TEMPORARY ABSENCY**

*From Scuola Secondaria di I Grado D’Alessandro Voccino (Italy)*

**Incoronata Giuseppa Di Tullio (School Principal) – STEERING COMMITTEE**

She is the current school Principal. She replaces Mr Rocco D’Avolio.

**Giovanna Della Monica (Coordinator) – STEERING COMMITTEE**

**Angela Maria Galaso – COORDINATION TEAM**

She is an English teacher in the school.

**Maria Montemitro – COORDINATION TEAM**

She is the Italian teacher in the school.

**Silvana Maccarone – ASSISSTANT TEAM**

She is the Maths and Science teacher in the school.

**Anna Conte – ASSISSTANT TEAM**

She is the teacher for students with special needs.

*From 3rd Gymnasium of Naoussa (Greece)*

**Ioannis Vartholomeos (School Principal) – STEERING COMMITTEE**

He is the current school Principal. He replaces Mr Kyrou Nikolaous.

**Martha Karvounidou (Coordinator) – STEERING COMMITTEE**

**Edvoxia Noussi – COORDINATION TEAM**

**Alexandra Toussia – COORDINATION TEAM**

**Athina Peiou – ASSISSTANT TEAM**

**Apostolos Zafiriou – ASSISSTANT TEAM**

**Dimitrios Kangas**

**2.Brief presentation of each school:**

|  |
| --- |
| **IES GUADALQUIVIR (SPAIN)** |
| **General information:**  - It is located in one of the most disadvantaged areas of the city of Cordoba  - It provides compulsory education to pupils 12-18  - It is recognized as a “school with severe issues”  - It has 160 pupils divided in 9 groups and 30 teachers |
| **Context of each school according to its location:**  - It is located in the fifth poorest area of the whole of Spain  - It is at the heart of a multi-ethnic community of Romanis and North Africans who experience social exclusion  - Extremely high level of unemployment |
| **Results from the initial School Needs Analysis:**  An official and internal School Needs Analysis took place in the last week of September. There was a staff meeting to analyze test results using the Southern data school management system, called “**SENECA,**” on **the 2nd of October**. Each department in the school sets the exam papers and keeps them for the school year. D**iagnostics tests on pupils were carried out** in all subjects to gather evidence of the initial level of achievement of the pupils. Targeted areas were Spanish, Maths and English as a foreign language. Especially worrying were the findings of a first year class with severe disruptive issues, with some pupils not able to read or write appropriately, use basic Maths, or even express their names in English. Appropriate action has taken place by splitting the group and dedicating two teachers to work Spanish and Maths. As an average, most pupils would have failed two subjects. For lower level groups, such us fourth years, this rose to four subjects. We must also point out that Social Services have already opened an **absenteeism** file for pupils with over 5 days of absences, and absenteeism protocols are being implemented, including home visits and working with NGOs. However, we hope that the project will reduce absenteeism levels this school year and reduce the number of early school leavers. In order to do so, a teacher training session and a parents information session took place in September to explain the project objectives and the pupil selection criteria. Many pupils are already very motivated and getting actively involved in all the projects tasks. The response from teachers, pupils, and families is incredibly positive.  **Documents used:**  - First Term Pre-Assessment minutes  -Department Diagnostic papers  - Absenteeism data for September-October  - School internal group division  - Teacher training session material  - Parent evening presentation |
| **Existing schools curriculum and Erasmus + project integration:**  Heads of Department are currently working on their programs of study for the current academic year. All of them have included tasks, integrated units of work, or resources related to the Erasmus + project. All programs have used a key competence approach and work with at least one of the seven themes. Furthermore, the School counsellors have reorganized the curriculum provision for Form classes around the project’s 7 themes: Elderly, Disability, Race, Gender, Immigration, Sexual Orientation and Religion.  During the month of September, each group received an introductory and individual session about our Erasmus+ project by their English teachers. After that, we celebrated the European Day of Languages, which was a fantastic way to acknowledge the linguistic diversity in the school. Finally, pupils have worked with the theme of the Elderly. This theme has been an excellent way to incorporate families into school life as pupils have interviewed their grandparents and some of them have even come to give a talk. |
| **Teaching strategies and methodology being used:**  Since the beginning of the project, an initiation to the key competence approach has been adopted by all teachers. Every staff member is working on at least one **task** linked to a key competence. However, we have found that teachers have many different levels of attainment and generally more training is required. For this reason, collaborative work is necessary and using a “**Project Based Learning**” methodology help us to do so.  A meeting with some of the **Local Teacher Centre Assessors** was also held on Wednesday the **17th of October** where some approaches on how to develop key competences were discussed and will be included into our training sessions.  The session included in the C1 project activity as Short-term joint staff training event: Project Launch and Key Competence Training 1 will then be transferred to the whole of the staff in the Spanish school. |

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| --- |
| **D’ALESSANDRO VOCINO (ITALY)** |
| **General information:**  - It has 450 pupils aged 11-42 and 42 teachers  - It has some children with special needs and some children of immigrant families  - Many children experience literacy and languages difficulties  - Many leave school before getting their diploma |
| **Context of each school according to its location:**  -There is a shortage of work in the area |
| **Results from the initial school’s Need Analysis:** |
| **Existing schools curriculum and projects integration in the curriculum:** |
| **Teaching strategies and methodology being used:** |

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| --- |
| **3RD GYMNASIUM OF NAOUSSA (GREECE)** |
| **General information:**  - It is a junior high school with 207 pupils  - Pupils are 12-15  - There are 24 teachers |
| **Context of each school according to its location:**  - It is located in a small town called Naoussa in northern Greece  - It is a disadvantaged area since the closure of all industry |
| **Results from the initial school’s Need Analysis:** |
| **Existing schools curriculum and projects integration in the curriculum:** |
| **Teaching strategies and methodology being used:** |

**2. PROJECT RESPONSIBILITIES:**

- Implement planned activities and produce material and digital outputs based on the Heptagon of Equality based on 7 themes: Disability, Elderly, Ethnicity, Gender, Immigration, Religion and Sexual Orientation

- Work on a final collaborative output of an Oral Archive

- Use a teaching key competence approach

**3.PROJECT OBJECTIVES:**

**For pupils:** Full participation through collaborative work and improve attendance

**For teachers:** Key competence approach and offer training

**For stakeholders:** Involvement of Parents Associations and other networks

**4.PROJECT RESULTS:**

**Pupils:** TWINSPACE,Digital outputs linked to the project themes and ORAL ARCHIVE of pupil experiences and communicating their findings on the 7 areas, Key Competence work to improve their motivation (Project Based Learning), Socioemotional learning to increase their self-confidence

E-portfolios, Europass language passport, CV Europass

Mobility trips

**Teachers:** Staff training events and collaborative teaching resources

File sharing on Google Drive, digital tools, use of English

School Education Gateway and Erasmus + Project Results

**Stakeholders:** Information materials (e.g. Greeting Island),

information evenings and meetings

**4.PUPIL AND TEACHER SELECTION CRITERIA:**

**Pupils:** The following 8 selection criteria should apply:

- Key competence level on personal, social, and learning competence (10%)

- Key competence level on multilingual competence (10%)

- Having attended after school lessons in order to improve their skills related with the project. For instance, English lessons (10%)

- Average result on their academic records (10%)

- Teachers consensus on pupil participation on the project based on a questionnaire (20%)

- Being a member of the school’s pupil association (10%)

- Implication of the impact of project activities (20%)

- Interview (10%)

In the event of a draw, the lack of opportunities to travel due to family circumstances will be taken into account.

**Teachers:** Taking the SEPIE feedback into account, and in order to allow more teachers to get involved and benefit from the project, the Steering Committee will not necessarily travel in all mobilities.

The following 6 selection criteria should apply:

- Being a permanent teacher in the school (10%)

- Having linguistic competence in a foreign language, notably English (10%)

- Motivation and implication in the project (30%)

- Commitment to prepare and implement tasks that will impact pupils learning (30%)

- Participation in training courses related with Erasmus+ (eTwinning, Financial management, Erasmus + first steps workshops…) (10%)

- Being part of the management team (10%)

**5.SCHOOL TASKS:**

**- IES Guadalquivir:** Coordinates the project, manages the work with the 7 themes, in charge of the website and the oral archive

**- D’Alessandro Vocino:** eTwinning and Twinspace, pupils preparatory and evaluating activities (mobilities)

**- 3rd Gymnasium Naoussa:** Celebration of the International Days, activities surrounding stakeholders and dissemination (social media)

**2. MEETING**

**LTT C1: SHORT TERM JOINT STAFF EVENT**

**1.PROJECT PLANNING**

**1.1. Mobilities:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Activity** | **Target group** | **Country** |
| 22-26th October | Short-term joint staff training event | Teachers | Spain |
| 26th November-  2nd December | Short-term exchange of groups of pupils | Pupils | Spain |
| 25th February-  1st March? | Short-term joint staff training event | Teachers | Greece |
| 25th-31st March? | Short-term exchange of groups of pupils | Pupils | Greece |
| 27th-31st January 2020? | Short-term joint staff training event | Teachers | Italy |
| 24th-1st March 2020? | Short-term exchange of groups of pupils | Pupils | Italy |
| 25th-29th May 2020? | Project Closure | Teachers | Spain |

**1.2.Themes and events:**

|  |  |  |
| --- | --- | --- |
| **Theme** | **Month** | **Activities** |
| European Day of Languages | (26th) September | -EDL Wall  -My favourite European word |
| Elderly | (1st) October | -Interviews to grandparents  -Grandparents’ descriptions  -Grandparents’ school event |
| Disabilty | (3rd) December | -School Walk to raise awareness  -Wheelchairs walk  -Butterfly circus |
| Religion | (24th) January | -School event with religious leaders  -Crossed religious readings (Bible, Quran…) |
| Non Violence and Peace | (31st) January | Manifesto: United in diversity |
| Women’s Day | (8th) March | -What do do to #PressforProgress?  -First of their kind: Finding truly inspirational women |
| Romani Day | (8th) April | -Romani Foundation Campaign  -PBL Romani People |
| Europe’s Day | (9th) May | -Gymkhana  -Assembly Hall (Videos) |
| World Refugee Day | (20th) May | -Testimonies: I was an immigrant too  -Interactive game from UN Refugee Agency “Againts All Odds”  -Languages: What would you take in your bag? |
| LGBTI | (28th) June | -Local NGO Workshop  -Imagine how would you feel (Role-Playing) |

**1.3.Teachers training:**

|  |  |  |
| --- | --- | --- |
| **Key Competence** | **Mobility** | **Date** |
| Personal, Social and Learning Competence  + STEM (Science, Technological Engineering and Mathematical)  + Digital | Spain | 23rd October 2018 |
| Cultural Awareness and expression  + Entrepreneurship | Greece |  |
| Civic Competence  + Literacy  + Languages | Italy |  |

**1.4. Pupils work**

**a. Pre-mobility to Spain**

*Pupils must investigate the 7 areas of the project at two levels: local and national. Before a mobility, pupils must prepare a presentation, video, article or any other material that once in Spain they will explain to their team mates.*

**b. During mobility (collaborative):**

*Once pupils have been selected, teachers should send basic information about them including their name, age, strengths, likes, and any other relevant aspect to take into account. Teams could then be made before coming to Spain, in order to pair up pupils with similar interests.*

*Once in Spain, to get to know each other, pupils will take part in fun group dynamics.*

*After that pupils will be working in mixed groups, ideally one pupil per school. Collaboratively each of them will share the information that they have prepared on the 7 areas on their cities and countries with their team mates. Each team should produce a video, oral archive or document with common and agreed conclusions on what are the common problems at European level and what would they suggest would help to solve them. Each group will appoint a speaker in a big group results will be recorded.*

*Keeping the same groups, pupils will also participate in interviews to NGOs representatives and in a rap workshop.*

*Finally, we have organized fun team activities such us a European football league and bowling.*

**c. Post-mobility**

*All pupils taking part in any of the project activities in Spain must prepare a presentation for their schoolmates in order to expand the impact of the project. This presentation should include all sorts of material and evidences from the conclusions reached in Spain.*

**2.METHODS OF WORKING WITH MANAGEMENT AND OTHER STAKEHOLDERS**

TRELLO is a Project management tool that encourages good communication between all participants. Currently we have 3 active boards: one for all teachers in schools, a second one for the management team, and a third one for the Erasmus+ team. Trello should be updated and used regularly.

**3.PROJECT PROGRESS REVIEW (CHECKLIST according to Calendar)**

-Project initiation videoconference:

-Meeting with teachers, pupils, families and NGOs to explain the project:

-Get teachers and pupils registered in TWINSPACE:

-Logo painting in each school:

-Programme of activities planned for teachers’ visit:

-Language and digital competence test for pupils:

-Project Launch and Key Competences Training:

-Staff training event follow up:

-Preparation of pupils exchange:

-Symbaloo, Pupils’ Blog and Twinspace pupils’ Blog:

-Travel Books and Archives

-Roundtable

**4.NEXT PROJECT STEPS (Preparation and planning of next activities):**

-Pupils exchange to Spain

-Costs projection

-Agree programme of activities

-Next theme: Disability (activities preparation)

-Set dates for Staff training in Greece

**5.MONITORING AND MANAGEMENT OF RISKS**

The following risk management plan intends to identify and assess the potential risks and take actions to protect the project against them.

The following four actions will take place:

1.Identify the risks

2.Assess the gravity of them

3.Develop a response

4.Monitor and control the risks

When identifying the risks, we have taken the following aspects into account:

- Safety

- The hosting partner should clearly inform the rest about safety and emergency rules, travel, food and accommodation before the mobility.

- Individuals: pupils, teachers, stakeholders

- All coordinators must be immediately substitute in case that for any unforeseen reason they can no longer take their position.

- Each contact person should coordinate and monitor the activities organized at their school .

- The hosting partner should help the other partners to find the most suitable accommodation.

- The contact person of each hosting school should send the invitations and shared the programme of the activities prior to the visit.

- Shared materials:

- The Coordinator school should keep a record of all the shared documents, it should monitor the project’s initial plan to prevent any delays, and it should monitor the distribution of tasks.

- Budgets

- All expenses should have their corresponding invoice and they should be kept for later reports.

- Travel and accommodation

-All partners should hold an information meeting with parents before the mobility to obtain their permission. All partners should have travel insurance.

- All partners need to request information from the participants regarding any possible medical condition.

- National Agencies

- The contact person in each school should keep in contact with their NA and check any official communication.

**6. SHARING OF RESULTS**

All partners are responsible for sharing the project results internally. However, results should be disseminated al local, national and European level.

All project results should be open access and must be posted in Twinspace and the project website.

There is a good balance as each school is taking responsibility to share all the activities in eTwinning, project’s website and all the social networks.

All final results will be uploaded on the Erasmus + Results Platform once the coordinators get access to upload them.

**7.PREPARATION FOR FIRST PUPILS EXCHANGE**

**PROGRAMME OF ACTIVITIES (PUPILS)**

|  |  |  |
| --- | --- | --- |
| **DATE** | **ACTIVITY** | **TEACHERS** |
| **Monday**  **26th November** | -Arrival to Cordoba  -Welcoming by pupils Commitee and parents  -Hostel  -Welcoming dinner at *101 montaditos*  -Return to hostel | Inma, Julia |
| **Tuesday**  **27th November** | 8:00 Welcoming breakfast at *Plaza de la Corredera*  9:00 : Official welcome by the local Education Representative at *Alcazar de los Reyes Cristianos*  10:00 Europe Direct oficial Visit and Tour of the building  11:00 Pupils arrival to Spanish school and tour  12:00 Meet families and NGOs  12:30  -Group ice breakers (School Counsellors)  -Set up of work groups of pupils  -Explanation of the activities during their stay in Spain  15:00 Lunch with families at school (AMPA)  15:00 Visit to *Ciudad de los niños*  17:00 Snack  19:00 Return to hostel  20:30 Dinner at hostel | Morning:  Inma, Julia  Lunch:  Inma, Jose Luis, Jocelyn, Jara, Floren and Julia  Evening:  Jocelyn and Julia |
| **Wednesday**  **28th November** | 9:00 Visit and interview to Lucy Welsted at “The English Garden”  10:00 Masterchef with pupils from the local cookery school *IES Gran Capitán*  11:00 Rap workshop and battle  14:00 Perolada  15:00 Parkour  16:00 Bowling  17:00 *Asomadilla* Park  19:30 Return to hostel  20:30 Dinner at *Plaza Ramón y Cajal (Hot Dogs)* | Morning:  All teachers  Afternoon:  Julia, Mercedes |
| **Thursday 29th November** | 8:00 Trip to Granada  11:00 Breakfast (sandwiches)  10:00 Tour of the *Alhambra*  17:00 Visit to the Romani Women Museum  18:30 Leaving Granada  20:00 Return to Córdoba  20:30 Dinner at hostel (sándwich bags at hostel) | All day:  Jocelyn, Jara, Julia |
| **Friday 30th November** | 8:30 Breakfast at hostel  10:00 School Walk Disability (Red Joven)  11:30 Healthy Food  12:30 European Football League  (IDM Guadalquivir)  14:00 Espectáculo Flamenco alumnado del centro  15:00 Lunch *McDonalds Guadalquivir*  16:00 Gymkhana around city centre  18:00 Escape Room at hostel  20:00 Baguettes at *Bocadi* | Morning:  All teachers  Afternoon:  Jocelyn, Julia |
| **Saturday 1st December** | 8:45 Tour around town  9:00 *Medina Azahara*  11:30 Sandwiches  12:00 *Alcázar* and *Muslim Baths*  14:30 Lunch at *Facultad de medicina*  16:30 Mosque  18:00 Famous streets  19:00 Goodbye party |  |
| **Breakfast 2nd December** | 9:00 Breakfast  10:00 Certificates and souvenirs  11:00 Goodbye at Station |  |

**8. PARTNERS MEET PUPILS, FAMILIES, AND NGOs AND LEARN SOCIAL ISSUES LINKED TO PROJECT THEMES:**

In every mobility, both teachers and pupils should meet: the other pupils in the school, families, and representative from NGOs. Pupils could do an interview with NGO representatives, as well as family members, as these are valuable human resources with an in-depth knowledge of local issues in relation to the 7 project themes.

Host pupils should inform their peers of any local piece of news through the media and motivate them to research on any project theme of their interest at local or national level.

The bigger the involvement of the different stakeholders in the local area, the greater impact the project will have.

**9.EVALUATION TOOLS**

After each mobility and theme event a short questionnaire using Google forms will be used to assess the following criteria (a drop-down menu will appear to choose the activity):

1. Effectiveness of the visit/activity

Indicator: Evidence:

1. Relevance

Indicator: Evidence:

1. Coherence

Indicator: Evidence:

1. Efficiency:

Indicator: Evidence:

1. European Added Value

Indicator: Evidence:

**10.BUDGET CONTROL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School** | **Management** | **Travel** | **Individual Support** | **Total** |
| IES Guadalquivir | €12,000 | €10,920 | €12,048 | €34,968 |
| D’Alessandro Vocino | €6,000 | €10,920 | €12,048 | €28,968 |
| 3rd Gymnasio of Naoussa | €6,000 | €11,940 | €12,048 | €29,988 |

**11.DISSEMINATION PLAN**

**1. Aims:**

-To maximize the impact of the project at all levels

**2. Target groups:**

All school communities: pupils, teachers, families and stakeholders

**3. Level: local, regional, European, International**

All levels

**4. Types of activities**

Events, workshops, mobilities, day-to-day activities, EU themes

**5. Responsibles and experience**

Coordinator for whole project and each coordinator for their own schools

**6. Calendar**

Follow International Days

**7. Channels and resources**

Twinspace, School website, Social Networks (Facebook, Twitter, Youtube, Instagram)

Local press, radio and TV

**8. Tools:**

Sepie’s Communication Tool

**9. Open-Acess materials**

Check for seal

**10. Transferable results**

How other nearby schools are using our activities, products, etc.

**3.TRAINING SESSION**

**1.AN INTRODUCTION TO KEY COMPETENCES:**

<https://view.genial.ly/5bcb91eaf20c5f63f4f584bb>

<https://youtu.be/SDFHONGhwNQ>

**2.SPECIFIC KEY COMPETENCES**

- Personal, Social and Learning Competence

- Mathematical competence and competence in science, technology and engineering

- Digital competence

<https://view.genial.ly/5bcb8b0a3ce0c35b9ceed323>

THANK YOU FOR YOUR ATTENTION

End of dossier