**Application Form Abstracts**

 **E. Description of the Project:**

By using effective modern teaching methods, adapted to our students’ abilities and needs, and ICT-based educational tools and content, we aim to develop and implement in the nine partner schools stimulating teaching and learning mathematics through collaboration, cooperation and exchange of good practices during the life-cycle of our partnership (September 2015-September 2017).

In the process of achieving our core aim, we are going to produce concrete materials and units that would be introduced through workshops and different events to mathematics teachers from the partners` and other European countries.

The partnership`s main final product is going to be an e-learning collaborative platform accompanied with promotional materials and a dissemination plan ensuring its sustainability.

 **Our concrete objectives are:**

In regards to teachers:

O1 (Objective 1): To motivate them to share best practice in web-based teaching, to enable them to become confident and competent enough to create a collaborative, interactive classroom experience for their students through the use of the ICT;

O2: To enable staff to engage in trans-European professional development activities, experience other education systems at work and exchange ideas of good practice;

O3: To encourage continued teachers` professional development.

In regards to students:

O4: To maintain their efforts to find relationships between mathematics and their interests and abilities and also the practical use of mathematics through using active, interactive and web-based methods;

O5: To promote virtual and blended mobility and other innovative learning and communication methods and to give young people an opportunity to interact with people across different social, cultural and national boundaries;

O6: To develop their key competences and in particular communication in foreign languages, digital competence, learning-to-learn skills, sense of initiative and entrepreneurship and cultural awareness and expression, and to encourage students to take the ownership of their own learning.

In regards to the collaborative work:

O7: To build a partnership that supports learning and designs high-quality products to respond to partner schools` needs;

O8: To disseminate the project results and outcomes to other interested parties (parents, teachers, schools, the wider community and across Europe).

We intend to involve approximately 70 school staff members and about 590 13-19 years old students from nine schools in the project activities.

 **\*All partners have responsibilities to:**

- Cooperate and constantly keep contacts, mainly through ICT channels;

- Respect of each others` opinion;

- Respect the deadlines;

- Contribute equally to the achievement of the project`s aim, objectives and to its implementation.

 **\*Specific tasks and responsibilities:**

- Administrating the website: Bulgaria;

- Creating the e-learning collaborative platform: Bulgaria;

- Preparation of the Active, Attractive And Interactive eU Mathematics: Methodological Guide for innovative education (e-form)-Estonia, Italy;

- Project`s TwinSpace: Germany, Portugal;

- Creating monitoring and evaluation documentation, analysis: Spain, Lithuania, Italy;

- Organizing transnational meetings: Bulgaria, France, Lithuania, Germany;

- Organizing multiplier events: Portugal;

- Planning teachers` training activities: Estonia;

- Designing project`s newsletter: France.

- Creating and maintaining YouTube project`s channel: Croatia.

 \*We plan to organize four **transnational project meetings**, two per a project years. Every meeting is going to be:

- Well prepared in order to achieve maximum efficiency;

- Clear on what each partner should do before the meeting and what they should bring to the meeting;

- Clear in terms of the agenda, agreed by all participants.

In the first week after the end of the meeting, a short summary of what has been said and on the commitments which have been taken by each participant, is going to be prepared by the leading school`s coordinator in a collaboration with the coordinator of the hosting institution.

Representatives of all partners` Management teams will attend the meetings.

 \*As **outputs** of the project`s implementation, the partners plan to produce and achieve a significant set of tangible products and intangible results, which could be categorized as:

1. Events and event-related materials:

- Project`s Information Day in all partner schools in the 1st project`s month;

- World Mathematics Day in all schools (in the 1st project year) and joint celebration during the short-term exchange of groups of pupils (in the 2nd year);

- Europe Day in all schools;

- European Day of Languages in all schools, with an emphasis on partners` languages;

- Mathematics festivals and competitions in all schools and as joint events during the exchanges;

- Festival scenarios;

- Lists of mathematical tasks/problems;

- Mathematics competitions` rules and tasks;

- Workshops organized in all schools to present the project and disseminate its outcomes;

2. Material production out of events:

- Presentations at meetings and publications in the partner schools` websites/newsletters to inform school staff and stakeholders about participation in external events;

- Project`s website posts;

- CD-ROMs, CDs, DVDs, videos, films, etc.

3. Project strategic documentation:

- Work plan;

- Dissemination strategy;

- Sustainability strategy.

4. Reports, summaries and minutes:

- Interim and final report;

- Evaluation reports and other documentation (assessment and evaluation forms, surveys, questionnaires, etc.);

- Monitoring reports;

- Summaries of all transnational project meetings;

- Staff and team meetings` minutes.

5. Experience gained by individuals from mobility, exchange, training:

- Inter-cultural dialogue and awareness;

- Updated subject knowledge in mathematics teaching methodologies at European level;

- Team building, cooperative, decision taking and presentation skills (for both staff and students);

- Increased feeling of belonging to a common European society and culture (for both staff and students);

- Students` knowledge and competences about the cultural and language diversity within the European Union;

6. Project website, containing the following information:

- Project description;

- All public deliverables;

- Project informational materials (newsletters, brochures, publications);

- Information on project events;

- Description of project partners, including links to partner websites.

- Links to funding agencies, relevant projects and organisations;

- Forum section;

- Gallery;

- Students` corner.

It will be designed and maintained by the coordinator and updated continuously and collaboratively.

7. Project`s web presence:

- Facebook page for communication, information and dissemination purposes;

- YouTube channel-project`s attractiveness, visualization and dissemination.

8. Project`s TwinSpace, used as a communication, collaboration and dissemination virtual platform by directly involved in the project activities teachers and students.

9. Managerial lessons learned:

- Team building and consolidation tips to be transmitted to the stakeholders/target groups;

- Conflicts resolution methods and strategies, recorded as a result of the partnership.

10. Exchange of ideas and good practice related to:

- ICT-based tools and content in teaching/learning mathematics;

- Creation of stimulating, interactive and innovative learning environment;

- Increasing students` learning motivation.

11. Increased skills and knowledge of the participants:

- Improved language skills;

- Advanced IT competence;

- Data collecting and analysis skills and competences;

- Results analysis skills and competences;

- Effective collaboration skills.

12. European cooperation:

- Transnational sharing of experience and best practice;

- List of websites to be used from teachers and students in teaching and learning mathematics;

- Networks of contacts - e-mail lists of stakeholders and interested parties (for each partners and joint for the partnership).

13. Recommendations, which could affect policy making and decision taking at school/local/regional level.

14. Records and visuals:

- Project display board/Erasmus+ corner in the partner schools;

- Project log book (diary) in e-form, carried out by international students` team;

- Art work exhibition: drawings, posters, models, in all partner schools;

- Photographs/web albums;

- Videos and short films;

- Record of project`s expenses.

15. Promotional and informational materials and products:

- Project`s packages preparation (CDs, DVDs) containing presentations, photographs, videos, products, etc.;

- Project newsletters (electronic and printed form);

- Press releases and articles in the local media, newspapers, thematic magazines;

- Radio and TV broadcasts;

- Project logo and slogan, created by students;

- CDs/DVDs with project products.

16. Students` extra-curricular work`s results:

- Cross-curricular project work`s results/products;

- Presentations about the partner countries, towns, schools, everyday school life, famous mathematicians, etc;

- Research results: charts, diagrams, drawings.

 \*In the last month before the project`s kick-off the German and Portugues schools will be in charge with creating a **project`s TwinSpace**: internal messaging and mailing systems and chat tool to communicate with the partners, other eTwinning contacts and stakeholders; TwinSpace calendar for planning/updating the project`s timetable; tools for project`s management; Project activities tool for collaboration; Teachers Rooms for discussions with other teachers and sharing best practice; tool for dissemination, TwinSpace Blog and Publishing tool; Project diary to keep others informed on the project`s progress and success.

During the initial months of the project:

- The drafts of all major reports and management, implementation, communication and dissemination plans are going to be prepared by the partners before the first transnational meeting. Such an approach will make the meeting, where detailed discussion and planning will take place and main decisions on a number of issues will be made, successful and efficient. It will also make possible the establishment of quality indicators that will be used throughout the project duration to evaluate the progress.

- In each partner school there will be organized a School Information Day dedicated to the partnership as well as to the 10th anniversary of the eTwinning and the European Year for Development 2015. The stakeholders and dissemination target groups (the school community, parents, media, other educational institutions, local community etc.) are going to be informed about the core aspects of the partnership. We will inform as many people as possible about the project.

- A team of involved in the project activities students representing all partner schools will start keeping (in an e-form) a detailed Partnership`s Log Book with lots of information, participants` opinions and photographs. The same team will be also in charge with filming the partnership (videos, interviews).

 **F.1. Project Management:**

The partnership`s management will be ensured by establishment of an European Management Team. It will be led by the Applicant`s Manager and formed by representatives of each partner institution (2 per country: the manager and the contact person). It will meet twice a year, during the transnational meetings. The Management team will ensure the project’s adequate coordination and leadership on an international level, taking responsibilities for:

- Guiding and monitoring the project`s implementation;

- Reviewing and approving/improving work plans;

- Evaluating the project`s activities, outputs and results;

- Creation of effective communication channels among the partners and managing the communication activities;

- Administrating and managing the budget;

- Taking care of staff capacity and team building;

- Undertaking corrective measures, if needed;

- Managing the dissemination of project`s results;

- Setting of quality indicators for the whole duration of the project;

- Problem solving and risk management;

- Preparation and submission of interim and final reports.

There will also be National Management Teams in all partner institutions, led by school heads and responsible for the same tasks as mentioned above but at a national level.

As to the time management, the detailed planning will be done after the selection decision. It will include refining the work programme, the time planning and structuring units of work, allocated to specific individuals/team/partner. All the tasks will be described and scheduled in terms of responsible people, content, activities, outcomes, starting point and deadline. If delays exist, for any reason, the work will be rescheduled, for the next micro-cycle period, so as to avoid any further delays and lack of progress. The project`s Management Team will analyse the reasons and will propose ways of progress and/or covering lost time.

We also plan to:

- Review the work plan on a regular basis to determine how we are progressing in terms of schedule and budget. For our project the review frequency will be every month;

- Identify activities that have been completed during the previous time period and update the workplan, if necessary;

- Determine whether there are any other activities that should be completed but have not been;

- After the work plan has been updated, determine whether the project will be completed within the original effort, cost, and duration. If not, we will have to look for ways to overcome the obstacles and solve the problems we have faced.

Within the partnership, each school will dispose with its own budget, so a financial manager will be appointed in each partner school, who will be a member of the National Management Team. He/She will work in a collaboration with the school`s accountancy office and will be responsible for the budget control and financial management, as follow:

- To look at the amount of money the project has actually consumed and determine whether the actual spending is more than originally estimated, based on the work that has been completed. If it is necessary, ways of co-financing have to be found;

- To monitor the EC funding and spending;

- To keep regular checks on the incomings and outgoings of the project. Monthly bank statements and receipts for all transactions (travel, accommodation etc.) will be kept for monitoring purposes;

- To keep a record of expenses during the contract period, so that the Management Team has an up-to-date and accurate overview of the expenditure;

- To make clear arrangements with the persons who will make use of the mobilities;

- To establish an efficient financial reporting system;

- To control the eligibility of expenditure;

- To ensure that the necessary documentation is provided.

The European Management Team will be in charge of the overall partnership`s financial management, in particular of:

- Planning the project`s budget (initiation and planning project`s phases), in order to develop and agree on the financial procedures required for the project;

- Revising the budget (implementation phase);

- Monitoring the budget-controlling the expenditure and its congruence with the budget plan;

- Dealing with financial risks, as if cost overruns, budget constraints, funding issues etc.

At the end of the partnership, we are going to evaluate the project`s management and in particular its:

- Work plan and schedule proposed;

- Progress control;

- Steps in the process/methodology;

- Budgetary control;

- Planning of the separate steps;

- Tasks distribution and division of responsibilities;

- Dissemination of results;

- The European added value of the project;

- The project`s sustainability.

 \***Staff members, responsible for monitoring and evaluation, will be:**

1. Monitoring and Evaluation Team in each partner school:

- Project manager: ensures that the project activities are held on time, to budget and to the required quality standards; manages and leads the project team; develops and maintains the detailed work program; manages project deliverables in line with the project plan; monitors project progress and performance; manages project evaluation and dissemination activities.

- Project coordinator, responsible for organizing project activities, data collection and communication with other partners: sets up and manages support functions covering planning, tracking, reporting, quality management and internal communication; produces consolidated reporting; reviews project activities.

The school team will be responsible for carrying out the surveys among the participants in order to get relevant information about the quality of the activities, their suitability for the target groups and the adequacy of the results. It will monitor the progress of its activities, deadlines and indicators.

2. Project Monitoring and Evaluation Team (contact persons of all partner schools): manages coordination of the partners; reviews partnership`s progress; identifies problems in planning and/or implementation and suggests possible solutions to problems; assesses achievement of goals and objectives; assesses the full range of project effects and results and its quality. It will be responsible for creation and implementation of the project`s evaluation plan, with a stress on:

- Use of physical, human and financial resources to keep the project management informed about scheduling, distribution of tasks/responsibilities and effectiveness of the project in delivering the activities and outputs;

- Progress in the achievement of the objectives on the basis of outputs and results indicators;

- Level of effectiveness and efficiency of the project`s implementation;

- Quality of the management and coordination, in particular: clarity of project coordination, frequency and effectiveness of communication, quality of project leadership, quality of the relationship with the partners, equitable treatment of all partners;

- Teachers’ cooperation and team work;

- Assumptions and risks identified;

- Development of recommendations for improvement and making corrective measures if needed/required;

- Level of acceptance/adoption of project outputs.

Evaluation activities we plan to implement:

- An evaluation plan will be elaborated in details at the first transnational meeting.

- During each meeting we will evaluate work, interaction and outputs, analyze the benefits of activities carried out and partners` completion of tasks. We will take into account the number of activities completed in comparison with the number planned. Any immediate issues will be addressed through e-mails after the visit.

- Each country will be allocated a specific task from which it has to report back at each meeting.

- The students will be required to give a feedback of their work in the project which is to be published on the school website and in the school newspaper.

- Questionnaires will be filled in after each project visit, after certain activities and after each year of the cooperation. The form and content of these questionnaires will be discussed during the project`s initial phase and on the first transnational meeting.

- Project display boards in all schools will act as an evaluation tool.

The partners have negotiated on a set of indicators to be put in place at the beginning of the project in order to measure:

- Outputs and results (whether they were produced on time, on budget and to expected quality standards);

- Performance (whether the partners all met their commitments and the budget, and whether reporting was handled efficiently);

- Impact (whether the change desired was realized and target groups reached).

The numbers of stakeholders` positive opinions, presentations, visits on the website, presentations at workshops, project materials and products made by students, publications of the results of the surveys and participants in multiplier events; the dissemination of the project results in the local media; the collaboration with local authorities and other organisations will be discussed at the project meetings and used as evaluation indicators.

We will evaluate the partnership through different methods: evaluation reports, project descriptions (log book), minutes/synopsis of meetings, discussions, interviews, questionnaires, surveys, observations, pre- and post-testing (at the beginning and end of a project activity, to measure improvement in understanding/knowledge/attitude), comments section on the project website or in social networks.

 **\*Objectives (O)-Indicators: (Objectives-See E)**

O1: Number/% of teachers

- Involved in the project activities;

- With improved technology skills;

- Adopting new pedagogical approaches;

- With improved attitudes toward teaching;

- Planning and designing effective technology-based learning environments to maximize student learning;

- Applying technology to facilitate assessment;

 - Aware of all issues related to the use of technology;

 - Providing weaker students with additional instructions through technology;

- Organizing teaching and learning so that differences in entrance level, learning pace, and learning route are taken into account;

- Applying multidisciplinary and project based approaches in teaching;

O2: Number/% of teachers

- With improved knowledge of partners` education systems, features and traditions;

- With developed collaborative and communication skills;

- With improved language competences;

- Applying cultural, multicultural, cross-cultural and intercultural approach to teaching;

- Involved in the transnational activities.

And

- Development of school policy and strategy based on project`s results.

O3: Number/% of teachers

- Using technology to enhance their own productivity;

 - Participating in workshops and training activities within the partnership;

 - With increased interest in participating in mobilities (KA1);

 - Participating (at regional/national level) in thematic professional workshops, seminars, training courses etc.;

O4: Number/% of students

- Who utilize improved learning environment;

- Motivated and engaged to succeed in school;

- Successfully passing the exams required for secondary school graduation;

- Who directly enroll in postsecondary education;

- Interested and being involved in extra-curricular activities, related to mathematics;

- Participating in mathematical competitions;

- With higher scores in mathematics;

- Improved learning outcomes in general.

O5: Number/% of students

- Carried out virtual mobilities;

- Stating improved culture of learning;

- Involved in cooperative and/or project-based learning;

- Collaborating on projects with other students in the same class/school and with coevals from other countries;

- With abilities to collect information about another country/culture.

O6: Number/% of students

- With improved technology skills;

- Making progress in learning foreign languages;

- Learning to search for and present information;

- Being responsible for controlling their own learning progress;

- Able to gather and analyze resource materials on a problem or topic;

- Able to gather evidence to argue a position about an issue;

- Communicating with parents or other members of the community about school activities.

O7:

- Changes in students` and teachers` attitudes as a result of the partnership;

- Level to which project`s activities are incorporated into the everyday school`s life;

- Overall participants` satisfaction (project, process, outcomes).

- Extend to which training and learning within the partnership is recognized by the appropriate authorities;

- Increased innovativeness in schools;

- No of classroom ICT-based recourses;

- No of pieces of educational software available for key subjects;

- Partnership adopts a varied range of approaches, innovative methodologies, new and unfamiliar technologies;

- Partnership gains and applies expertise from each other;

- Development of school policy and strategy based on project`s results.

O8: Number of

 - People using the open source platform;

 - People exposed to the messages;

 - Newpaper/online items, number of readers, visits of the website;

 - Questionnaires submitted;

 - Multiplier ans dissemination events and participants in them;

 - Newsletters and brochures produced/printed;

 - Stakeholders registered on stakeholder network/email list;

 - Dissemination products downloaded from the website.

 Indicators of results (different from above mentioned):

 Number and quality of

- Products and outcomes developed and delivered by the partnership;

 - Project activities;

 - Project plans and reports.

 **G. Implementation:**

Project Management and Implementation activities:

A1: Project`s promotional and kick-off activities in all partner schools (Sep-Oct 2015):

- Announcement of the project approval to the school staff/community;

- Modifying the school project teams (teachers and students), if needed;

- Updating the work, monitoring and evaluation plans, if necessary;

- 1st transnational meeting`s preparation: programme and work sessions` agendas; virtual mobilities between the participants; school presentations (free form)-made by students;

- In regards to evaluation: creating and printing questionnaires, surveys, assessment, self-assessment and other relevant evaluation forms.

A2/M: Transnational meetings:

- 1st (Bulgaria, Oct 2015): presenting partner schools and team building; planning the 1st project year (agreements on work plans, allocation of tasks, deadlines, project management methodology, dissemination plan, evaluation strategy, financial arrangements, etc.); cultural activities.

- 2nd (Lithuania, Jun 2016): team`s consolidation; evaluation of the activities so far; 1st version of the teaching/learning materials and the e-learning platform; monitoring of the project`s development towards the objectives; monitoring of budget and financial procedures; revision of work plans; discussions; preparation of the interim report; cultural activities.

- 3rd (Germany, Sep 2016): planning the 2nd project year; monitoring and discussions on the project`s impact and achievements; presenting the dissemination activities carried out in each partner school; plans for the e-learning platform`s development; 1st version of the translated materials; cultural activities.

- 4th (France, May 2017): final evaluation of all activities, final products and blended learning methodology; acknowledgment of commitment and contributions to project; monitoring of the dissemination activities (2nd project year); discussions on full potential of the innovations offered by the partnership; discussion of follow-up strategy and future plans; collation of contributions to final report; cultural activities.

A3: Virtual mobilities (eTwinning, Facebook, e-mails, Skype):

- Teachers` (Sep, Dec 2015; Feb, Apr, Jun, Sep, Dec 2016; Mar, May, Jun 2017): getting to know each other; communication; exchange of information, documentation, ideas, educational materials, experience and good practices; planning activities/events; virtual teachers` round table: How to motivate students for active participation in mathematics lessons?

- Students` (Oct, Dec 2015; Apr, Sep, Dec 2016; Mar, May 2017): getting to know each other before visits; intercultural exchange; communication; organizing activities/events; joint cross-curricular project work and collaboration; project`s logo/slogan drafts; exchanging information and preparing presentations about their countries, everyday school live in their schools, famous mathematicians, etc.

A4: Set up, maintenance and monthly updates of the project`s website and TwinSpace. (Oct 2015-Jul 2017).

A5: Monitoring and evaluation: monitoring implementation; creating reports, questionnaires, surveys, assessment, self-assessment and other relevant evaluation forms; evaluation of the activities/events carried out and communication within the partnership; quality evaluation of the project web presence and the e-learning platform; interim and final reports.

A6: Teachers` activities: lesson plans` preparation; creating and importing contents into the e-platform; designing practical mathematical tasks/problems and competition questions connected with the partner schools` curriculum and project topics; planning and implementing cross curricular projects (every 2 months).

A7: Students` activities: classroom project work on project topics; research: How much does a school day cost?”; cross curricular project and field lesson: “Mathematics in nature”; project`s display board`s updates; art work; filming (every 2 months).

A8: School events, celebrations, festivals: World Maths Day (1st Wednesday of Mar); Europe Day; European Day of Languages; mathematics festivals and/or competitions: “Mathematics is all around us” (Mar 2017).

 \*Each partner school will have to create 3 **lesson plans** per project year: one web-based, one practical (or field lesson) and a cross-curricular project. These lesson plans will be created by the involved in the project mathematics teaches and translated by the English teachers. It will be done in Jan 2015, May 2016, Jan 2017 and May 2017. They will be a contribution to the other intellectual outputs and offered to be used during the project`s implementation phase in partner schools and by other mathematics teachers and other interested stakeholders, after the project`s closure.

 \*The following **indicators** will be used **to measure the project`s impact** on the target groups and other stakeholders:

Quantitative indicators:

1. The number of the

- Teachers and/or instructors using the presented and proposed new approaches or products in their daily work;

- Students reached and affected by these teachers/instructors;

- Representatives of target groups and stakeholders attended a meeting or event;

- People/end-users received written materials, CD ROMs, videos, etc.;

- Evaluation reports (and their quality);

- Materials (written and online ones) giving information about the project development and results: newsletters, brochures, press releases, etc.);

- Meetings with stakeholders;

- Participants involved in different information sessions;

- Products and deliverables produced as a result of the project`s activities;

- Educators adopted the new teaching methodologies;

- Local community members attracted by the partnership and involved (in different ways) in project activities;

- Representatives of the regional education authorities and policy-makers aware of the project goals, activities and results;

- Contacts and collaborations with other schools, institutions and organizations (at regional and national level) as a result of partnership`s implementation;

- Contacts and exchange of good practice with teachers and educational institutions all over Europe through using the eTwinning platform and social networks;

- People/organizations in mailing lists, networks and linkages used for transfer of information and innovations;

- Positive feedbacks from target groups` members and stakeholders;

- Students using the eTwinning space for carrying out virtual and blended mobilities, communicationa and collaboration.

2. Data and statistics related to the project`s and partner schools` websites-the number of:

- Visits;

- Likes/positive comments;

- Materials` and products` downloads;

- Number and frequency of updates.

3. Figures related to the media coverage-the number of:

- Information events organized within the partnership;

- Representatives of local media attracted by the partnership and involved in the dissemination process;

- Articles, press releases and audiovisual materials in local and national media, social media and YouTube.

Qualitative indicators:

- Students` feelings of satisfaction;

- Changes in awareness, knowledge, skills and competences;

- Curriculum and policy changes;

- Changes in behaviour and attitudes;

- Changes in organisational capacity (skills, structures, resources, etc).

 **\*Dissemination Activity** (DA), Purpose (P), Target group (TG), Channel (Ch), Partner(s) responsible/involved (Ps), Time (T), Indicators (I).

Number (No).

DA1: Project`s Information Day-announcement of the project approval and project`s description to the school and local community, local press and media.

P: Inform, promote, engage.

TG: school/local community, local authorities, other stakeholders, press.

Ch: interactive presentation, person-to-person.

Ps: all.

T: Sep 2015.

I: No of the participants.

DA2: Creating e-mail lists of stakeholders and interested parties (network of contacts).

P: Inform stakeholders about events and activities. Distribute newsletters. Engage, awareness.

TG: all potential users and stakeholders.

Ch: Internet.

Ps: all.

T: Sep-Oct 2015

I: e-mail responses, expansion of network of contacts.

DA3: Project`s website set up.

P: Inform, engage, promote, communication.

TG: partners, stakeholders, general public.

Ch: Internet.

Ps: Bulgaria.

T: Oct 2015

I: website visits, page views, deliverable/document downloads, comments received, requests for information received.

DA4: Website updates.

Ps: all.

T: throughout the project`s life cycle.

DA5: Set up of the project TwinSpace, including the tools for dissemination.

P: Inform, promote, collaboration, communication.

TG: teachers, professionals in the field, professional networks, stakeholders.

Ch: Internet.

Ps: Germany, Portugal.

T: Oct 2015.

I: No of activities on the platform, teachers and students registered and involved.

DA6: TwinSpace updates.

Ps: All.

T: throughout the project`s life cycle.

DA7: Designing a project display board/Erasmus+ corner in each partner school.

P: Inform, engage, promote.

TG: school communities.

Ch: visual, face-to-face.

Ps: all.

T: Nov 2015.

I: No of staff and students engaged; No of posters, exhibitions, art works; No/frequency of updates.

DA8: Designing, publishing, printing project newsletters (print and electronic).

P: Inform, awareness, develop a project`s profile, outline project objectives and promote the partnership.

TG: stakeholders, potential partners, wider public.

Ch: print, Internet, networks, mailing lists.

Ps: France, in collaboration with others.

T: Oct 2015, Feb 2016, Jun 2016, Oct 1016, Feb 2017, Jun 2017.

I: No of contacts to whom the newsletter is sent/given, No of requests to join mailing list after receiving it from third parties.

DA9: Presentations at external conferences and other events related to the pedagogical concepts of the project and ICT-based methodologies.

P: Engage, promote the intellectual outputs, attract, share achievements with experts in the field.

TG: professionals in the field, end-users, educational institutions and authorities.

Ch: events, multimedia, face-to-face.

Ps: all.

T: At least twice a year.

I: No of conference papers and presentations, type and size of conference, conference attendance.

DA10: Presentations and demonstrations at workshops organized by partners in all partner schools.

P: raise awareness on the project and attract engagement from interested individuals and organisations; products` presentations; get feedback from stakeholders.

TG: school staff, stakeholders, local community.

Ch: live events, multimedia, Internet, interaction, face-to-face,

Ps: all.

T: Apr 2016, Dec 2016, Apr-May 2017.

I: No of workshops conducted, No of participants, range of stakeholders represented, feedbacks.

DA11: Media communications, press releases and articles (newspapers, thematic magazines, radio and TV broadcasts).

P: inform, awareness, formal announcement of achievements.

TG: press, media, professionals, local community, general public.

Ch: mass media, audiovisuals, Internet.

Ps: all.

T: throughout the project`s life cycle.

I: No of press releases circulated, No of media communications issued, No of articles submitted and published, media interviews, geographical scope and range of publication, media used.

DA12: Development of a web presence through social networks and other on-line media.

P: project`s visibility, engage, promote, communication, feedbacks.

TG: stakeholders, wider public.

Ch: Internet: LinkedIn, FB, Twitter, Youtube.

Ps: all.

T: throughout the project`s life cycle.

I: visibility, No of members/followers, comments.

DA13: Project`s packages preparation (CDs, DVDs).

P: Distribution of project`s materials and products; engage, promote.

TG: other educational institutions, authorities, local community.

Ch: multimedia, audiovisuals, printed, events, person-to-person.

Ps: Spain, Lithuania, in collaboration with the others.

T: May-Jun 2017.

I: No of packages distributed.

DA14: Intellectual outputs` presentation at a final dissemination conference.

P: demonstrate and promote intellectual products, awareness, getting feedbacks.

TG: end-users, stakeholders.

Ch: event, Internet, multimedia, face-to-face.

Ps: Portugal.

T: Jun 2017.

I: No and range of stakeholders represented, feedbacks.

 \*During project life cycle the **dissemination** will be developed **in two directions**:

- Information about project execution (objectives, activities, results);

- Dissemination of the teaching materials developed (mainly through the e-learning collaborative platform) in order to facilitate the process of adoption in other interested institutions.

To achieve our dissemination objectives, we will try to involve all possible stakeholders and wider community by engaging the:

- School boards: We will work together to inspire a sense of pride and value the achievements of the schools. We will add our partnership to the meeting agenda for every scheduled board meeting. We will invite the media and families of the students, teachers and administrators involved in the successes and honor them at the meeting.

- Local media: We will develop strong relationships with the local media and provide them with a steady stream of positive news so they will help spread the good news the project.

- Parents/family school boards: They will be invited and encouraged to take part in organizing some project activities (when relevant), in co-financing (if needed), in dissemination process (face-to-face contacts).

- Community: As a result of the dissemination, they will see first-hand the good work that students and staff are accomplishing. We will use all opportunities that community events give us to achieve our dissemination goals. We also plan to organize some events collaboratively, for example educational fairs, exhibitions, Europe Day.

- Local legislators and governors: We will invite them to school ceremonies and other events that recognize the accomplishments of our students and teachers and the success of the partnership. In this way, we hope to involve them as our PR bodies and possible financial supporters.

- Local business community: We will invite local business leaders to school and project events, if relevant. We will have the chance to share the positive news about our schools and project and ask for any help and support.

In regards to the quality control of the teaching/learning materials developed within the project, the monitoring strategy will include:

- Monitoring by both the Monitoring and evaluation team and the individual professionals and experts (internal and external ones), who will regularly assist to project activities` and results` evaluation;

- Peer reviews of the most relevant project results;

- Official acknowledgment of the project outcomes by relevant parties;

- Indicators of results` measurement and analysis;

- Presentation of outcomes to all stakeholders.

The effect of the dissemination activities will be observed by the Project Monitoring and Evaluation Teams and will include:

- Periodic progress reports on dissemination plan`s implementation (written form, 1 per project year);

- Final dissemination report-at the end of the partnership;

- Reports on national dissemination activities (written and oral form, 2 per year): to evaluate the target groups reached and help to draft recommendations if necessary, prepared by school`s dissemination teams, presented by the contact person/other member at each transnational meeting, distributed among all partners, uploaded on the project website;

- Analysis of the reports - to check whether the dissemination plan needs to be adjusted;

- Evaluation forms for all dissemination events: information on participants, content, communication, self-assessment/feedback from the participants;

- Statistical analysis of the project website, FB page and the e-learning platform;

- Comments/feedback on the online dissemination platforms;

- Individual interviews with representatives of target groups.