Application

Programme	Erasmus+
Action Type	KA220-SCH - Cooperation partnerships in school education
Call	2022
Round	Round 1

Table of contents

Context

Field	School Education
Project Title	ONLINE - teaching and training yOuNg students about the DigCompConsumers though cLIeNt-basEd challanges and ICT
Project Acronym	ONLINE

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/10/2022	24	30/09/2024	PT01 - Agência Nacional Erasmus+ Educação e Formação	English

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

Project lump sum	250000

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10129498	Agrupamento de Escolas José Estevão	Portugal	Centro (PT)	Aveiro	www.aeje.pt

Partner organisations

OID	Legal name	Country	Region	City	Website
E10096531	European Digital Learning Network	Italy	Lombardia	MILANO	www.dlearn.eu
E10176324	A & A Emphasys Interactive Solutions Ltd	Cyprus		Nicosia	www.emphasyscentre.com
E10017130	Institut za moderno obrazovanje	Serbia	Serbia	Belgrade	https://www.link-group.eu/institute-contemporary-education
E10185729	Colegiul National "Mihai Eminescu"	Romania	20004664	Iasi	https://lme.is.edu.ro
E10056509	SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI	Bulgaria	София (Sofia)	SOFIA	www.aktivnipotrebiteli.bg

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: Organisation Registration System

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Agrupamento de Escolas José Estevão (E10129498 - PT)

Organisation ID	Legal name	Country
E10129498	Agrupamento de Escolas José Estevão	Portugal

Applicant details

Legal name	Agrupamento de Escolas José Estevão
Country	Portugal
Region	Centro (PT)
City	Aveiro
Website	www.aeje.pt

Profile

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

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners)

The Cluster of Schools named AGRUPAMENTO DE ESCOLAS JOSÉ ESTÊVÃO was created in April 2013, however the schools which are in its origins are older and have a long way done. Its Secondary School has more than 150 years old. This cluster of schools works with pupils from 3 years old up to the adult population. We have around 2 850 students between 3 and 20 years old. Regarding teachers and staff, we have around 270 teachers and 100 staff. In this cluster we also have another five schools besides the secondary one, where we develop the national curriculum with special emphasis on Science, Arts, Sports, and disable students. As it is a big cluster of schools, we deal with different types of pupils who develop their skills in different places of our own city of Aveiro. In fact, we deal with a huge range of different types of students because our social context is different since the schools have different localizations and their publics have different backgrounds. This way we serve a very good group of pupils with good social context, families support and backgrounds, but we also have a significant group of different pupils without family support with whom we develop different ways of teaching, different ways of learning, considering their own social, physical and familiar environment. In this different dynamic we also include several classes of the Professional Courses (VET Courses in the secondary school) in different areas such as ICT Programming, Sports, wooden furniture and construction design, Photography, and communication and digital service. Our Cluster of schools has a special role concerning the teachers and staff formation, education for lifelong living. It is the head of the consortium responsible for the Training Teachers (Professional Development) and staff who belongs to the Schools nearby Aveiro. For 19 years, we have been responsible for identifying, planning, organizing and executing all types of needs of teachers for more than 1000 teachers and 300 staff. Since we are aware of the importance of the changings inside the classrooms, as well as the importance to form citizens for international challenges within the soft skills for the 21st century, we go on trying to motivate our community to achieve a new stage, since our aim is to develop a serious and deep work with the students. During these years we developed several different projects related to Technology, Human Rights, Future Careers, Science and Experiencing inside classrooms; The Best experiences of teaching and Learning; developing soft skills for VET courses students. Also -- Biology, Chemistry, Physics and Maths for the Middle and Secondary pupils; - Learning English in the Primary School as a first Language – Bilingual project.
The Cluster has been awarded with some prizes regarding the students' from Vet Courses in regional and national contests. We are focused on giving the students not only one way if facing their future through curriculum but indeed challenging them to open their minds so that the world is their best classroom. We are engaged with the promotion of high level competencies regard steam work, ICT and project work development.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Our Team resources include a very strong and big team of specialized teachers who are very responsible, hardworking and strict. We work as a team to fulfil the aims of our students and the aims of this Cluster Schools. We also have a very good, tolerant, and enthusiastic team of personal- staff- who helps, who supports daily the students, teachers, and parents. We are sure that we can contribute with our knowledge, our good practices, our human dimension, and sensibility as well as our capacity of work so that this project could be an European Reference. For long years we have been developing Project Work inside classroom to fulfil and link technology with other fields of life. We developed some projects which connected Technology some with Museum of Aveiro, for example, some connected to Aveiro's cultural and historical heritage and Digital tools and stakeholders. We are concerned with our teachers' lifelong reinforcing competencies and their continuous professional development. Achieving this goal we also could assure that each classroom may contribute to modernise and reinforce the responses from school to the challenges that students (and teachers) have to face in many fields but more accurately to those who are connected to new technologies, new online tools, and also preserving digital safety for students and teachers. Schools could contribute as engine so students and teachers could use digital tools safely, wisely and knowledge. So with all our experience, human resources and knowledge we can really help and add- value to this project. Fernando Delgado Pereira dos Santos is the Director of the Cluster of the Schools. He has a degree in Math, he is a math's teacher, but he also has a specialization in school direction and leadership, ICT. He also developed his career with the adult lifelong education. He has a large and diverse experience of working in the schools' direction and with the teachers' lifelong development. He is a trainee teacher in non-formal education in programs for children, youth and adults, mainly the ICT field. He has developed lots of national and regional projects amongst schools with the partnership of the Town Halls and other Associations; he has a rich experience developing national and international projects. He has been invited to participate in different conferences inside and outside our country senting not only our cluster of schools, but also the national directors. He represents the Cluster of schools; he speaks French and English. He has got excellent skills in planning, organizing and management fields.
Mª da Glória Neto Leite worked as a school director during 16 years. She is the vice-director at this moment. She has a degree in languages, and she has a master in School Administration and leadership. She is used to deal with the school community; she has a large experience in all school businesses for the last 24 years. She speaks English, French and German. She belonged to the national organization of the Ministry of Education in which school directors were represented by her during 6 years. She is hardworking and specially directed to the pupils' developing competences throughout the development of projects.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	1
Strategic Partnerships for school education (KA201)	1	1	12	6
School Exchange Partnerships (KA229)	0	0	4	3
Partnerships for Digital Education Readiness (KA226)	0	0	2	1
Partnerships for Creativity (KA227)	0	0	1	1
Cooperation partnerships in school education	0	0	4	3

Newcomer organisation	No
Less experienced organisation	No
First time applicant	No

Partner Organisations

Organisation ID	Legal name	Country
E10096531	European Digital Learning Network	Italy
E10176324	A & A Emphasys Interactive Solutions Ltd	Cyprus
E10017130	Institut za moderno obrazovanje	Serbia
E10185729	Colegiul National "Mihai Eminescu"	Romania
E10056509	SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI	Bulgaria

European Digital Learning Network (E10096531 - IT)

Partner organisation details

Legal name	European Digital Learning Network
Country	Italy
Region	Lombardia
City	MILANO
Website	www.dlearn.eu

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Organising cultural activities and involvement possibilities with local communities

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The European Digital Learning Network – DLEARN – aims to embrace the challenges brought by the digital revolution in terms of digital skills mismatch, toward an inclusive digital society. The 47% of Europeans is not properly digitally skilled – yet in the near future 90% of jobs will require some level of digital skills and numerous opportunities in terms of jobs that are going to shape the labour market. Our aims are characterized by 4 key-words: SHARE, CONNECT, MULTIPLY, ENHANCE. DLEARN is a collector of practices and ideas, gathering diverse organizations in Europe to reflect, think and trigger new initiatives, toward the valorisation and the enhancement of digital learning.
The network is made of 25 different organizations from all over Europe, active in the field of education and digital learning at various levels. Among others DLEARN members are:
- Associations
- Educational Centres (adult education)
- Training Centres
- ICT education services providers
- ICT experts
- NGOs
- SMEs
- Universities
- Vocational Schools
- Adult training centre
The network is active through its members in different activities:
- ICT / new technologies / digital competences
- Intercultural/intergenerational education and lifelong learning
- New innovative curricula / educational methods / development of training courses
- Entrepreneurial learning – entrepreneurial education
- Youth enhancement and boost of competences especially of those in need
- Development of innovative educational tools through game-based approach, mobile applications and interactive platforms to engage learners.
- Promotion and implementation of European transparency tools for education and training (ECVET, EQAVET, etc.)
Therefore, the two main goals the network is promoting are:
- To develop and uptake of digital skills for every citizen, of any age, at all levels;
- To foster digital learning, or in other words the use of ICT tools and methods to make learning more attractive, more effective, more flexible and to guarantee equal access to all.
The network is organized in 4 main working groups that represent the field of education and scope that DLearn is covering through its activities.
- Higher education: to boost students cantered-learning settings and innovative educational methods
- Adult education and youth: Promote awareness and competent exploitation of ICT within the society
- Vocational education and training: Enhance digital education to overcome skills mismatch and foster innovative training model
- School education: Improve
- pedagogy and teaching with ICT tools and innovative practices
The network can count on the experiences of its own staff but also on the know-how and strong relations of the members involved that are actively committed to strength the voice of the network, as well as improve the debate and advocate with the following objectives:
- Create ties between local organisations and European institutions, to let local needs emerge
- Improve comprehensiveness of Transparency tools (EQF, ECVET, EQAVET) to be more understandable by citizens and organizations
- Promote digital learning through participation in relevant working groups and interest groups at European Commission and Parliament level

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

DLEARN can count on the experiences and successful achievements of their members over the years in the field of education and training, with the aim to promote sustainability and acquisition of personal and transversal skills. The core staff group of trainers and researchers has a long experience in studies and researches in the field of education, training, labour market relevance and skills mismatch.
Gianluca Coppola, entrepreneur, innovator in business, chartered Accountant, chartered auditor, external evaluator DG Industry&Enterprise and REA (Research Executive Agency). Former Board Member at EBN (European Business Incubator's Network). External auditor for the final cost statement in projects funded by the EC. Expert in conception and management of transnational projects funded by the EC. Expert in corporate finance. International cooperation for the development and management of multilateral projects in the field of Technology innovation, adult education, vocational

education and training, culture, social innovation, inclusive and innovative societies.

Martina Manfredda holds a Bachelor Degree in Public and International Law and a Master in Social Economy. She has an acknowledged expertise in EU project management and implementation, institutional and public relations, and EU public funding. Her professional experiences enhanced her skills in designing and managing of European projects and in building and managing international partnerships. At Dlearn, since she covers the role of European project manager, she manages projects, designing the project proposals, implementing the daily project activities and also managing the partnerships.

Giulia Marrazzo holds a Master's Degree in International Relations and a Bachelor's degree in Political Science. She has gained international experience managing European projects in the field of circular economy and sustainability, also in relation to awareness-raising and education. At Dlearn, she covers the role of project manager and she is involved in the implementation of activities and daily management of projects in the area of education and training.

Francesca Pissarello has a Bachelor Degree in International Sciences and European Institutions from the University of Milan (IT) and a Master degree in Gender and International Relations from the University of Bristol (UK). In Dlearn she has been working for the past 3 years as project manager with a particular focus on projects dealing with youth and social inclusion topics. Priorly of joining Dlearn she worked in NGOs and Networks in Belgium and Italy. Since fall 21' she has been appointed also Policy Officer dealing with advocacy and policy at Dlearn.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	20	10
Partnerships for Digital Education Readiness (KA226)	0	0	7	4
Cooperation partnerships in school education	0	0	1	0

Newcomer organisation	No
Less experienced organisation	No

A & A Emphasys Interactive Solutions Ltd (E10176324 - CY)

Partner organisation details

Legal name	A & A Emphasys Interactive Solutions Ltd
Country	Cyprus
Region	
City	Nicosia
Website	www.emphasyscentre.com

Profile

Type of Organisation	Small and medium sized enterprise

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

'Emphasys Centre' was established in 1998 and is operating as a highly successful 'Education, ICT Training (VET), Research and Development Centre, approved by the Cyprus Ministry of Education, Culture, Youth and Sport. It was set up with the vision to offer high quality LLL opportunities and digital solutions targeted to the needs of learners of all ages and abilities in order to upgrade their lives, ensure inclusion, access and participation in the digitalized society and the labour market. It is committed to promote the digital transformation and the green
transition for a sustainable future. Emphasys is a member of the European Digital Learning Network (DLEARN) and the CONNECT–INTERNATIONAL network.
Emphasys is adequately staffed by 16 F/T and 4 P/T committed and highly qualified professionals, both researchers and trainers, with extensive experience and complementary expertise covering a wide range of areas such as Computer Science, Business, Psychology, Sociology, Graphic Design, Architecture, Language (English, French and Spanish), Human Rights, Special Education etc.
Emphasys comprises of four main departments:
1. ICT Training Department which offers a wide range of professional development courses, as well as upskilling courses for all learners related to the integration of emerging technologies in Education and VET Training, sustainable development and social innovation, entrepreneurship education and social inclusion. The courses are offered both at the national level and the EU level through the Erasmus+ KA1 Learning Mobility courses via a specialised website (https://erasmuscoursescyprus.com/).
Emphasys offers also opportunities for internships, job shadowing and work placements. All courses are offered in various forms: F2F, blended, distance and e-learning. Emphasys is fully equipped with modern facilities and top of the range technology such as interactive boards, 75 inches' flat screen TVs, gaming laptops, tablets, Virtual Reality equipment (Oculus Rift S), Craftbot+ 3D Printers, a selection of robots (e.g., Edison, Lego Boost, Lego WeDo Lego Mindstorm, Arduino, Engino) etc. The STEAM UNIT offers project-driven related courses combining coding and robotics, 3D modelling and printing, Video/ Game design using, drones-technology and STEM skills.
2. Research Department which cooperates with an extensive network of partners across Europe for the preparation, implementation, management and coordination of research-based projects under a number of EU programmes such as the Erasmus+, AMIF, AAL, CERV, Horizon Europe. Its strong quality standards have let several of its project to be awarded as a GOOD PRACTICE PROJECTS by the European Commission such as the CODE@YOUTH – Youth -CYPRUS, V-UPGRATES – VET – GERMANY.
3. Software Development Department which is involved in the development, pilot-testing and evaluation of various e-learning tools, platforms, websites, applications and assessment portals etc. based on the needs of the various project being implemented. It has expertise in the design of games using VR and AR features, as well as AI functionalities. The VR Games are used for both learning, training and assessment purposes.
4. Education Department which offers validated and certified IT courses accredited by national and EU examination boards such as the Cyprus Computer Society (ECDL – EQF Level 3-4), the national IT exams and the Cambridge University (GCE A Level Computer Science) for entering HEIs Emphasys offers also career guidance and counselling services to young people and students, as well as counselling and special support to all learners according to their needs.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

- Emphasys, as an approved Educational Centre by the Cyprus Ministry of Education works extensively with teachers, VET trainers, youth workers and young people in various fields offering capacity building opportunities, as well as in-service training.
- Its expertise encompasses of research, software and IT as well as training activities with an in-depth
experience in managing and implementing European Projects such as AMIF, ERASMUS+ etc., whereas staff come across different fields of expertise, providing the capability to be effectively involved in all areas of the project with a focus on the technical aspects.
- The organisation is also actively involved in the provision of professional training courses, at the national
and the EU level through the KA1 Learning Mobility Courses (https://erasmuscoursescyprus.com/courses/) and a very rich data bank with useful material, resources and tools https://erasmuscoursescyprus.com/support-platform/. The courses focus on the integration of emerging technologies in teaching, learning and assessment, as well, as the introduction of innovative, hands-on and participatory methodologies aiming to enhance motivation and engagement of learners and issues of cyber-security and innovative pedagogies for vulnerable groups of population.
- Emphasys also cooperates closely with the CITIZENS-ACT (www.citizens-act.org), a non-for-profit organisation which has been set up with the aim to empower, connect and engage European citizens as well as offer learning activities promoting social inclusion of marginalised groups. Specifically, Emphasys and CITIZENS-ACT run the LEARNING HUB (https://emphasyscentre.com/learninghub/), an innovative initiative which aims to provide free lifelong learning opportunities to citizens of all ages. The ultimate goal is to create an inclusive and interactive learning community that promotes the acquisition of targeted skills, experiences and knowledge in different subjects through a variety of activities. Some of the courses provided through the LEARNING HUB initiative focus on upgrading entrepreneurial skills of learners.

(EnSoEd, BOOST4YOUTH, ESEN, CT+). Additional examples are:

- Erasmus+ KA2 School Sector - TECHNOLOGY ENHANCED TEACHINGA AND LEARNING IN PRIMARY SCHOOLS – PRIMETECH
- Erasmus+ KA2 School Sector - Integrating Mobile Learning and Upgrading Teachers' Digital Skills: A tool Kit for effective in Primary School – Go DIGITAL
- Erasmus+ KA2 School Sector –Promoting coding and STEM skills through robotics: Supporting primary schools to develop inclusive digital strategies for all – CODESKILLS4ROBOTICS
- Erasmus+ KA2 School Sector – Innovative teacher training social entrepreneurship- EnSoEd
- Erasmus+ KA2 School Sector- EntreComp Certificate

Key staff involved:

Athos Charalambides is the Founder and Director of Emphasys Centre and Head of the Education Department. He has studied in the UK where he has obtained a BSc in Computer Science and an MSc in User Interface Design.

Nicholas Moudouros is the Head of Training Department. He is an ICT specialist and an educationalist with advanced studies (MSc) in Computer Science and Data Communication Systems with an expertise in STEAM, Robotics, 3D design, modelling and printing, video game design and Virtual Reality. He has more than 12 years ago of teaching experience and managed and implemented numerous EU projects in KA1 and KA2 in the School, Adult and VET Sectors.

Norris Vanguardia Abu is a Senior Software Developer with a Bachelor's degree in Information Technology. e has a decade of work experience in the IT industry specializing in Unity 3D Engine for game development, mobile app creation, and architectural visualization.

Demetra Orthodoxou is the Executive Project Coordinator with advanced studies (MSc) in Operations Research and Logistics from Wageningen University (Netherlands) and a BSc degree from Liverpool University in Computer Science.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0
Strategic Partnerships for school education (KA201)	0	0	49	18
Partnerships for Digital Education Readiness (KA226)	0	0	5	2
Partnerships for Creativity (KA227)	0	0	2	1
Cooperation partnerships in school education	0	0	21	11

Newcomer organisation	No
Less experienced organisation	No

Institut za moderno obrazovanje (E10017130 - RS)

Partner organisation details

Legal name	Institut za moderno obrazovanje
Country	Serbia
Region	Serbia
City	Belgrade
Website	https://www.link-group.eu/institute-contemporary-education

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Providing learning activities, such as summer universities, language courses

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Institute for Contemporary Education (ICE) is a teacher association, education and training centre,dedicated to supporting, advancing and promoting innovative education practices, through training,research projects and Continual Professional Development (CPD).
ICE is also an umbrella organization of the LINK Educational Alliance, the biggest private educationalsystem in Serbia.
Activities: Supporting the education system
To ensure that the highest standards are adopted in education, the Institute constantly works on advancing its cooperation with institutions, companies and organizations of global importance. Striving to contribute to higher-quality education, the Institute organizes several types of events for teachers, psychologists, principals, experts and others who work in education:
● seminars and debates on current topics in science and education,
● training programs and workshops regarding innovation in education,
● international conferences on modern education,
● projects aimed at advancing the educational process,
● a number of other events aimed at promoting contemporary educational methods.
The participants can implement all knowledge and skills acquired at these events in their own practice, thereby advancing the teaching at their educational institution. In addition, the Institute offers partners expert support in the form of educational consulting, guidance in the advancement of education, and a wealth of other advice and instructions concerning work and education.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

ICE is the National Contact Point for Serbia link in Science on Stage EU network.
ICE organizes a Science on Stage festival every two years, where the best Serbian STEM teachers are selected as candidates for the European STEM festival.
SonS is the biggest EU network of and for STEM teachers of all school levels and provides a European platform for the exchange of teaching ideas.
CE's experience which is relevant to this application includes projects and activities:
Behave Your Print, Erasmus+
This project advocates for proactively using or addressing digital media and technology in youth work aiming to turn online participation of youth and raise awareness of responsible behavior in a digital environment in favour of their future personal and professional development.
Citizen 2.1 Erasmus+ KA202 strategic partnership supporting exchange of best practices aims at creating a community of interest in Europe by associating a diversity of actors from the public or public sectors.
The Art of De-biasing
The project Erasmus+ KA204 strategic partnership builds upon the ongoing De Facto project which, for the first time, attempts to place the problem of disinformation and
misinformation, (which had been dominated by the conundrum of disinformation-politics-media) in a clear education and training context.
Girls go Circular
A part of the Cross-KIC Skills for Future Initiative, the Girls Go Circular Project originates from the urgency to close the gender gap when it comes to the number of women active in the digital and
entrepreneurship sector in the EU.
Socrates' Trial project Democracy Commission Small Grants (FY2021) Education of the Future Voterson Decision-Making Processes in Democratic Societies through Civic Education. Organisation of Socrat mock trial.
Mr. Valentin Kuleto PhD, President of the Institute for Contemporary Education, has managed numerous educational projects and distinguished himself as their concept creator, designer and leader
in their realization. His efforts, energy and vision are redefining, developing and improving education in a way that suits the needs of modern society and its citizens. Mr. Valentin Kuleto received his PhD researching the issues of a personalized, adaptable distance learning model.
Expertise: Adaptable distance learning
Doc. Nina Stojanovic, MArch, Director of the project centre (ICE) Nina had strong experience in different kinds of EU projects. From 2009, she worked as the project
manager of a dozen EU-funded projects as Head of the EU project office in Belgrade Municipality SavskiVenac. The MILD HOME project in which she participated as the project manager was a finalist of the REGIO STAR award for 2015 in the field of sustainable development.
Graduated at the Faculty of Architecture, University of Belgrade. Nina had worked in past as architect, and now is docent on Faculty of Contemporary Art.
Expertise: Urbanism, Sustainable development, Strategic planning, Policies for local development. EU projects, Project Management. Since 2012, she has participated in several international conferences dedicated to sustainable development in Brussels, Moscow, Sofia and Venice

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Partnerships for Digital Education Readiness (KA226)	0	0	3	0
Strategic Partnerships for school education (KA201)	1	0	5	0
Cooperation partnerships in school education	0	0	4	0

Newcomer organisation	Yes
Less experienced organisation	Yes

Would you like to make any comments or add any information to the summary of your organisation's past participation?

ICE is the National Contact Point for Serbia link in Science on Stage EU network link
ICE organizes a Science on Stage festival every two years, where the best Serbian STEM teachers areselected as candidates for the European STEM festival.
SonS is the biggest EU network of and for STEM teachers of all school levels and provides a Europeanplatform for the exchange of teaching ideas.
ERASMUS +
ICE's experience which is relevant to this application includes projects and activities: Behave Your Print, Erasmus+
This project advocates for proactively using or addressing digital media and technology in youth work aiming to turn online participation of youth and raise awareness of responsible behavior in a digital environment in favour of their future personal and professional development. The project will increase the capacity of the youth work sector to support young people become active citizens in a digital society, to encourage young people to create and edit digital content and to express themselves through digital means, raising the responsible engagement of young people online.
Citizen 2.1 Erasmus+ KA202 strategic partnership supporting exchange of best practices aims at creating a community of interest in Europe by associating a diversity of actors from the public or public sectors ie: research in education and innovation institutes, education centers, institutions for national education and training, chamber of commerce and industries and a diversity of approaches ie : round tables, surveys, on-sites visits , discussions and best practices analyses, experimenting training periods for a transnational panel, which will bring an added-value, a special lightning, practical application and expertise in the uses of digital tools and environments.
The Art of De-biasing
The project Erasmus+ KA204 strategic partnership builds upon the ongoing De Facto project (http://defacto.space) which, for the first time, attempts to place the problem of disinformation and
misinformation, (which had been dominated by the conundrum of disinformation-politics-media) in a clear education and training context.
Mr. Valentin Kuleto PhD, President of the Institute for Contemporary Education, has managednumerous educational projects and distinguished himself as their concept creator, designer and leader
in their realization. His efforts, energy and vision are redefining, developing and improving education ina way that suits the needs of modern society and its citizens. Mr. Valentin Kuleto received his PhD researching the issues of a personalized, adaptable distance learning model.
Expertise: Adaptable distance learning
Doc. Nina Stojanovic, MArch, Director of the project centre (ICE)
Nina had strong experience in different kinds of EU projects. From 2009, she worked as the project manager of a dozen EU-funded projects as Head of the EU project office in Belgrade Municipality Savski Venac.

Colegiul National "Mihai Eminescu" (E10185729 - RO)

Partner organisation details

Legal name	Colegiul National "Mihai Eminescu"
Country	Romania
Region	20004664
City	Iasi
Website	https://lme.is.edu.ro

Profile

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

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

CNME is a public school founded in 1865. It has about 620 students in lower secondary school and 780 in upper secondary school specializing in: Mathematics-Computer Science; Natural Sciences; Philology-Bilingual English/French (with an international graduation exam). It is the Centre for French Bilingual Baccalaureate; ECDL, DELF/DALF, Cambridge and DSD SPRACHDIPLOM regional training and examination centre, in which our teachers ensure the training and examination. The CNME has 130 employees: 92 teachers ,18 auxiliary teaching staff, 20 administrative staff. The school is managed by a board (1 director seconded by 1 deputy director, The Council of Administrative Decisions and The Council of Teachers for Didactical and Educational Decisions). A large number of CNME teachers are trainers, mentors, inspectors, members of specialist national boards and professional associations.
The school has a long record of local, national, and European projects and partnerships. It is focused on research, innovation, and best practices, and runs numerous training programs for adults: teacher training, parents' education, student teachers mentoring.
The school aim is providing quality education, inspiring students to reach their full potential and preparing them to be successful, responsible citizens, promoting the education for sustainable development.
Through this Project, CNME will touch the objectives:
• To make learning more attractive
• To develop different teaching methods and teaching materials
• To adopt the best practices in the quality of class management
• To develop knowledge and understanding the diversity of European cultures and languages and their values
• To strengthen intercultural and multicultural education
• To improve students' motivation to learn
• To identify and compare European and national values, to exchange project partners' cultural peculiarities
• To improve students' and teachers' use of digital equipment
• To develop the students' competences, abilities, and attitudes suitable with sustainable development actual and future society
• To strengthen students' acquisition of learning skills
The members of CNME project team strongly believe that Romanian teachers and students will explore the European dimension with project partners, promoting intercultural dialogue among partner schools, encourage their curiosity and openness to different cultures, languages and lifestyle, promote awareness of the importance of cultural and linguistic diversity in Europe.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The most recent of previous projects implemented by CNME teachers and areas of their specific expertise:
In COMENIUS CMP Project 510320-LLP-1-2010-1-IT "Social Mindedness in Learning Community (acronym SMILEY) CNME was one of 5 partner institutions. It coordinated the implementation of the project in 35 associated schools for researching teachers' and students' training needs in social education, establishing the training content for students and teachers, training the referent teachers, testing and exploitation the IOs.
In LdV Project PAR 2013 RO 260 "How to get new jobs? Innovative Guidance and Counselling" (acronym "New Jobs") project CNME was leader of work packages QA and dissemination.
In Erasmus+ Project IT-KA2-002664-2014 + "Sustainable Energy Management @ Schools in Europe "(acronym SEM) CNME was associated partner. The institution was leader of designing IO "Guide to Sustainable Energy Management in schools"
In Proiect Erasmus+ 2017¬-1¬-IT02¬-KA201¬-037002" Inter-religious dialogue against radicalization of youth through innovative learning practices at school" (acronym NORADICA) CNME was associated partner to Romanian partner institution Iasi County School Inspectorate (acronym ISJ Iasi) .
1. The project coordinator for CNME will be Cecilia Foia, expert in education enjoying national and international recognition for her expertise. Mrs Foia has a Doctor's degree in Chemistry and a Master's degree in Educational management and Educational policies. She is an external evaluator in the National Agency of Quality in Education (ARACIP) from Romania, school inspector and expert in project cycle management.
2. Gabriela Losonczy is teacher of Psychology, school counsellor and adviser (psychological assitance for groups and individuals, career and school orientation and reorientation,, counselling adaptation dificulties, group management issues, social diveristy acceptance, conflict management assistance, european values promoter in education and in human interaction).
3. Ovidiu Leonte is teacher of English He has graduated as Moodle moderator. He is board member of MATE (Moldavian Association of Teachers of English) and administrator of the national website of Teachers of English Association.
4. Marinela Branza teacher of Economics, she is coordinator of a professional group (Teachers of Entrepreneurship Education). She is member of Pro Consumer Association (APC), an NGO dealing with consumer protections. She has a lot of contacts with professionals from their and other professional networks connected at national and international levels.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	4	0
Strategic Partnerships for Schools Only (KA219)	0	0	3	0

Newcomer organisation	Yes
Less experienced organisation	Yes

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Previous Projects:
The most recent of previous projects implemented by CNME teachers and areas of their specific expertise:
In COMENIUS CMP Project 510320-LLP-1-2010-1-IT "Social Mindedness in Learning Community (acronym SMILEY) CNME was one of 5 partner institutions. It coordinated the implementation of the project in 35 associated schools for researching teachers' and students' training needs in social education, establishing the training content for students and teachers, training the referent teachers, testing and exploitation the IOs.
In LdV Project PAR 2013 RO 260 "How to get new jobs? Innovative Guidance and Counselling" (acronym "New Jobs") project CNME was leader of work packages QA and dissemination.
In Erasmus+ Project IT-KA2-002664-2014 + "Sustainable Energy Management @ Schools in Europe "(acronym SEM) CNME was associated partner. The institution was leader of designing IO "Guide to Sustainable Energy Management in schools"
In Proiect Erasmus+ 2017¬-1¬-IT02¬-KA201¬-037002" Inter-religious dialogue against radicalization of youth through innovative learning practices at school" (acronym NORADICA) CNME was associated partner to Romanian partner institution Iasi County School Inspectorate (acronym ISJ Iasi) . It coordinated the implementation of the project in 42 associated schools. Cecilia Foia (teacher at CNME and inspector at ISJ Iasi) was ISJ Iasi project manager, she coordinated all activities implemented by the 42 associated schools for researching teachers' and students' training needs in the area of prevention of radicalization and recruitment of students and interreligious education, establishing the training content for students and teachers, training the referent teachers, testing and exploitation the IOs.
The project team of CNME engage to do an efficient project management. This will consist in design and detailed planning of activities, analysis of indicators achievement, establishing and applying remedial action, if necessary, communication, management of risks, quality management, project human resources management, etc., all subject to a constant monitoring and evaluation process subordinated to the project aims and objectives.
1. The project coordinator for CNME will be Cecilia Foia, expert in education enjoying national and international recognition for her expertise. Mrs Foia has a Doctor's degree in Chemistry and a Master's degree in Educational management and Educational policies. She is an external evaluator in the National Agency of Quality in Education (ARACIP) from Romania, school inspector and expert in project cycle management.
2.Gabriela Losonczy is teacher of Psychology, school counsellor and adviser (psychological assitance for groups and individuals, career and school orientation and reorientation,, counselling adaptation dificulties, group management issues, social diveristy acceptance, conflict management assistance, european values promoter in education and in human interaction)

SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)

Partner organisation details

Legal name	SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI
Country	Bulgaria
Region	София (Sofia)
City	SOFIA
Website	www.aktivnipotrebiteli.bg

Profile

Type of Organisation	Social partner or other representative of working life (chambers of commerce, trade union, trade association)

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Established in 1998, the main goals of the Association are to protect consumers' rights and interests by:
- providing information that supports consumers' choices in the market,
- giving assistance to consumers with infringed rights and interests – consultation and legal assistance for claiming in-court and out-of-court procedures and
- Lobbying for the improvement of the legislation – representing consumers' interests in public policy and legislative process.
It has 3 formally registered branches in Plovdiv, Rousse and Kyustendil and 8 information and advice centres in the cities of Sofia, Plovdiv, Varna, Rouse, Sliven, Kyustendil, Lovech, Veliko Tarnovo and Pazardjik.
Main activities:
o Provide information to consumers
- through it is own media – weekly web newsletter "Active Consumers", informative brochures and books, website- www.aktivnipotrebiteli.bg;
- through general media – press conferences, press releases, interviews, articles etc.
o Comparative testing and research;
o Running advice bureaus providing information and consultations to consumers.
o Campaigning - Active Consumers is actively involved in many national campaigns;
o Lobbying and advocacy:
- opinions on recent legislative proposals (laws, regulations, and general contracts) at national level;
- participation in various consultative committees;
- out-of-court settlement of consumer disputes
- participation in the work of conciliation commissions;
o Provide consumer education for journalists, parents, teachers, municipality servants etc;
o Collective redress - collective actions in court;
o Provide ADR through the National Association for Out-of-court Settlements.
Bulgarian National Association Active Consumers is a member of International organizations, such as Consumers International, BEUC – The European Consumers' Association, Transatlantique consumer dialogue (TACD), International Consumer Research and Testing, ANEC - The European Voice in Standardisation.
BNAAC has over two decades of experience in providing advice for experts and stakeholders in the field of consumer protection, sustainable development and sustainable energy. It has also built experience in implementation of comparative researches and tests of products and services. The association has been active in campaigning and informing consumers on wide variety of topics
through publications in the mass media and own media channels.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

BNAAP is a non-governmental organization with 20 years of experience in the field of consumer rights protection. The organization has many years of experience in the training of users from different age and professional fields (students, teachers, civil servants, the elderly and representatives of the non-governmental sector).
The organization carries out extensive publishing activities on consumer themes– it issues brochures, educational materials, informative newsletters, videos, etc. it has its own electronic channels in the most used social networks in the country such as Facebook, Twitter, YouTube and its own website.
Organizes training campaigns for electric saving behavior, food safety, the shared economy, online shopping, etc.
The Association has a permanent team of consumer law experts (4 people), students and trainees – 3 people and volunteers – more than 10 people from Sofia and major cities in the country who support campaigns, distribute information materials, serve reception and organize trainings.

The association is partner in the following projects:
Project JUSTORIGINAL aims at improving the understanding and awareness of young consumers (11-18 years old) about the counterfeiting phenomenon and the effects of the Intellectual Property
Rights' (IPR) violations. In particular, the project wants to engage young consumers in creating knowledge and disseminating relevant information related to the dangerous consumption of
counterfeited goods. Moreover, the project will also foster the relevance of consumers' auto-protection and it will directly involve them in tackling counterfeiting through an effective communication campaign to be developed at national level and promoted on the Web.
COL-SUMERS is launched with the main objective of increasing the competences (attitudes, skills, knowledge) of Elder Persons(>60 years old) about how to exploit Collaborative Consumption through an innovative training program
The project objectives:
• To raise awareness and motivate the full collective about the benefits of CC patterns and transfer knowledge about selected CC Platforms enhancing the responsible and sustainable consumption
• To transfer guidelines about how to use CC for improving the environmental and social impact of consumption

• To transfer guidelines about how to use CC for enhancing the access to goods of persons with economic
hardship
• Develop proper Digital Skills for exploiting CC Platforms

Bogomil Nikolov is the executive director of the association and he will monitor the successful implementation of key
indicators and project tasks. He has extensive experience in various projects and can also provide good practices and
suggestions for the successful implementation and completion of the project.
Petar Georgiev is a project coordinator in the association and he will monitor dissemination activities for the purposes of this
project. Has an understanding of this aspect of the project and how to implement it successfully. He is well acquainted with
the communication channels of the association and manages some of them such as the Facebook page, the weekly
newsletter, publishes articles on the site, manages the Twitter account.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects

No past participation has been found for Organisation ID: E10056509 - BG

Newcomer organisation	Yes
Less experienced organisation	Yes

Relevance of the project

Priorities and Topics

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

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

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

SCHOOL EDUCATION : Development of key competences
SCHOOL EDUCATION : Supporting teachers, school leaders and other teaching professions

How does the project address the selected priorities ?

The ONLINE project is related also to the following Specific Priorities in the field of school education:

1) FIELD SPECIFIC PRIORITIES: Supporting teachers, school leaders and other teach-ing professions: This priority supports practitioners in teacher professions (including teach-er educators) through all phases of their career. Projects under this priority can focus on en-hancing teachers' initial education, as well as their continuous professional development, in particular by improving the policy framework and concrete opportunities for teacher mo-bility. A second focus of the priority is making teaching careers more attractive and diverse, and strengthening selection, recruitment and evaluation for teaching professions. Finally, projects can also directly support the development of stronger school leadership and inno-vative teaching and assessment methods.
Through the acquisition of the necessary skills to be able to operate safely online, and specifically in the field of 'e-commerce, teachers will not only acquire important knowledge that can be used in everyday life, but they will also be able to transfer what they have learned to their students, developing a teaching module integrated into the curriculum of technology education, so as to provide students with the necessary tools to deal independently and safely in the world of online market.

2) FIELD SPECIFIC PRIORITIES: Development of key competences: Projects under this priority will focus on promoting cross-curricular collaboration, using innovative learning approaches, developing creativity, supporting teachers in delivering competence-based teaching and developing assessment and validation of key competences.

ONLINE approach is to promote key competences by:
• Providing high-quality education, training and lifelong learning for teachers, through di applica-tion of the European Consumer Digital Competency Framework
• Supporting educational staff in implementing competence-based teaching and learning ap-proaches, delivering the format of the training course as learning snacks. As we know teachers usually don't have a lot of time so, the idea behind the micro-learning opportunities is to offer to teachers "learning snacks". Micro learning opportunities are in fact short, timely learning oppor-tunities that can take the form of e.g. podcasts, webinars, and PowerPoint presentations
• Encouraging a variety of learning approaches and contexts for continued learning, as there are no courses for secondary school teachers on the application of the Consumer Digital Competen-cy Framework, making European schools better prepared for the challenges of the digital mar-ketplace and the digital world

Please select up to three topics addressed by your project

Digital safety
New learning and teaching methods and approaches
Digital skills and competences

Project description

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

Consumer digital competence is defined here as the competence consumers need to function actively, safely and assertively in the digital marketplace. This definition builds on the previous work done on consumer competence and adapts it to digital environments (European Commission, JRC).

ONLINE stands for "teaching and training yOuNg students about the DigCompConsumers though cLIeNt-basEd challanges and ICT".

The project aims at offering INNOVATIVE LEARNING OPPORTUNITIES TO LOWER SECONDARY SCHOOL TEACHERS TO REINFORCE THEIR KEY COMPETENCES ON THE TOPIC IN ORDER TO FINALLY IMPROVE STUDENTS (age 11-14 years old) DIGITAL COMPETENCES TO ACCESS AND USE DIGITAL TECHNOLOGIS SUCH AS E-COMMERCE PLATFORMS THROUG CLIENTS BASED CHALLENGES AND CASES STUDIES.

In the field of online consumption, we cannot say that the barriers of the EU member states are still valid. Indeed, the online e-commerce service has a world-wide access and impact so that any kind of educational programme should have a EUROPEAN NATURE as it serves to support students' ability ONLINE AND CROSSBORDERS. Indeed, consumers today operate in increasingly complex mar-kets, challenged by growing amounts of information and an expanding choice of products. Making good choices and protecting their interests require a wider range of skills and knowledge.

The project wants OFFER MICRO-LEARNING OPPORTUNITIES FOR TEACHERS (working with students age 11-14 years old) IN ACQUIRING NEW DIGITAL COMPETENCES TO INCREASE THEIR CAPABILITIES TO ACT SAFETY AND ASSERTIVELY IN THE DIGITAL MARKET-PLACE AND TRANSFER THE ACQUIRED SKILLS TO THEIR STUDENT TO ALLOW THEM TO ACT CONSCIOUSLY AND SAFELY ON THE ONLINE MARKET FIELD WHILE INNOVATING THE TEACHING OF TECHNOLOGY AND DIGITAL SKILLS AT SCHOOL, MAKING THE CUR-RICULUM MORE RESPONSIVE TO THE NEEDS AND REQUIREMENTS OF STUDENTS AND FAMILIES AND CREATING A CROSS-CURRICULA MODULE THAT CAN ALLOW TEACHER OF OTHER SUBJECTS, SUCH AS MATHS AND MARKETING TO COLLABORATE TOGETHER.

ONLINE wants to train teachers in order them to transfer their knowledge to their students to:
- Make informed choices online in digital market-places;
- Operate safely online (avoid them to be victim of fraud or deceptive online marketing prac-tices);
- Understand digital marketing and advertising practices;
- Manage online financial operations;
- Understand their digital footprint while acting online (ex. Digital data collection);

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

THE OBJECTIVE OF THE ONLINE PROJECT IS TO PROVIDE TEACHERS WITH THE NECES-SARY SKILLS TO THEN TRANSFER WHAT THEY HAVE LEARNED TO THEIR STUDENTS AND, INDIRECTLY, TO THEIR FAMILIES, IN ORDER TO MAKE THE ONLINE PURCHASING EXPERIENCE AS SAFE AS POSSIBLE, PROVIDING THEM WITH ALL THE NECESSARY IN-FORMATION TO AVOID THE DANGERS OF WHEN THIS PROCESS HAPPENS ONLINE . THE TEACHING OF THESE SKILLS INTEGRATES WELL WITH CONVENTIONAL TECHNOLOGY CURRICULA, AS IT ALLOWS STUDENTS TO LEARN ADVANCED, CUTTING-EDGE TECH-NIQUES FOR OPERATING ONLINE THROUGH THE TRANSFER OF SKILLS FROM THEIR TEACHERS, CREATING A CONNECTION BETWEEN TRADITIONAL SUBJECT MATTER AND THE INNOVATION THAT TODAY'S STUDENTS DEMAND, AND MAKING MORE ATTRAC-TIVE THE TEACHING OF THIS SUBJECT THAT OFTEN SEEMS DISCONNECTED FROM REAL LIFE.

Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies. We want to give young people the right tools that can lead them to an informed use of online tools that deal with selling goods and services, through the development of teaching programs in technology and mathematics, helping them, through practice, to develop more useful skills for their future, both from the point of view of work and for the development of soft skills useful in everyday life.

ONLINE wants to support teachers in developing a community of practices TO PROMOTE ACTIVE CITIZENSHIP, ETHICS (CONSUMERS CODE APPLICATION) AND CRITICAL THINKING. Indeed, Consumer digital competences are defined as the competence consumers need to function actively, safely and assertively in the digital marketplace (Digital Competence Framework for Consumers, JRC, 2017).

ONLINE OFFERS IN THIS WAY THE OPPORTUNITY FOR TEACHERS AND STUDENTS TO ACTIVELY PARTICIPATE IN THE DIGITAL MARKETPLACE THROUGH CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) OPPORTUNITIES AND SCENARIO-BASED LEARNING ACTIVITIES.

ONLINE WANTS INDEED TO PROMOTE COMMON VALUES AND PARTICIPATION THROUGH THE APPLICATION OF THE EUROPEAN PROTECION MEASURES FOR CONSUMERS (Articles 114 and 169 of the Treaty on the Functioning of the European Union -TFEU). EU provisions regulate both physical transactions and e-commerce and contain rules of general applicability.

What makes your proposal innovative?

The project partners identified the following elements of innovation
1)PROGRAM: At the moment, there are no programs for lower secondary schools on HOW TO BEHAVE SAFELY ONLINE AS CONSUMERS. INNOVATION IN THIS AREA, THERE-FORE, IS TO CREATE A PATH THAT DOES NOT CURRENTLY EXIST IN THE SCHOOL CURRICULA, STARTING WITH THE NECESSARY TRAINING OF TEACHERS TO REACH STUDENTS.
2)CROSS-CURRICULUM APPROACH: Because the project issue (consumer digital competen-cies) is a transversal subject, its implementation will necessitate collaboration among many teachers and school departments. When we talk about consumer competences in the online marketplace, we're talking about things like financial literacy and math (how to manage my money), digital skills (how to deal with my digital foot-print), marketing (how private compa-nies sell their products/services to attract customers), and civic education (how to be aware consumers that deal with online market places to make sustainable consumer choices).
3)METHOD: the project is based on experimental and active learning. First the project will launch the online community where the school teachers, will be invited to learn through MI-CRO-LEARNING OPPORTUNITIES - "SNACKS" about digital consumer competences to act safely online. MICRO-LEARNING OPPORTUNITIES are so brief and frequent training ses-sions. THE MICRO-LEARNING POSSIBILITIES WILL BE A COMBINATION OF LIVE EVENTS (SUCH AS A WEBINAR HELD AT A SPECIFIC TIME) AND RECOVERABLE MATERIAL
4)A REFLECTIVE APPROACH will be promoted, where teachers will be asked to reflect on their learning journey through the construction of a learning diary. By using different methods, tools, and delivery formats, they offer to teachers of the community of practice an ENGAG-ING ECOSYSTEM where they can choose their role.
5)PEDAGOGY. The Client-based technique will allow schools to plan activities that have a direct link to the real world, bridging the gap between the school environment and the "outsid world

How is this project complementary to other initiatives already carried out by the participating organisations?

Projects that can be complementary to ONLINE are the following:
P4- EMPHASYS: School Starters' Hub (2020-1-ES01-KA201-081940) is an E+Project which addresses key competences i.e. creativity, innovation and entrepreneurship for secondary school students. Media Literacy in the Digitalised Era: supporting teachers through a whole-school approach is an E+ project which aims to boost teachers professional development to support teaching and learning of digital media skills and transfer their knowledge in the classrooms.
P5-ICE : Behave Your Print, Erasmus+ -This project advocates for proactively using or addressing digital media and technology in youth work aiming to turn online participation of youth and raise awareness of responsible behaviour in a digital environment in favour of their future personal and professional development. The ONLINE project, differs from the projects in the previous list not only for tits target group teachers, but especially because it wants to include the teaching of skills learned by educators on how to operate safely online, particularly in e-commerce websites, to students, and consequently to their families, inserting it in the curriculum of traditional subjects, such as technology and mathematics. It will deliver an ONLINE COMMUNITY accessible also through mobile application hosting a TEACHING AND LEARNING PACK and a COMMUNITY of co-creation. We consulted during the preliminary need analysis the P2 DLearn' Digital Footprint research gathering20.000 direct interviews about the awareness of people on all the information that they leave behind when using the Net or the Apps'. The respondents seem not to pay much attention to suchissues as they do not read privacy policy in full. They affirmed to possess at least intermediate digital skills. These skills seem to be not applied in real life, especially in relation to the sharing of personal data. Results show that they do not posses the right competences to use some tricks and tools.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

The project aims at offering INNOVATIVE LEARNING OPPORTUNITIES TO LOWER SECONDARY SCHOOL TEACHERS TO REINFORCE KEY COMPETENCES TO ACCESS AND USE DIGITAL TECHNOLOGIS SUCH AS E-COMMERCE PLATFORMS THROUG CLIENTS BASED CHALLENGES AND CASES STUDIES.
The ONLINE project wants to stress and promote key competences by several actions that are suitable to create a strong impact on different fields.
• Providing high-quality education, training and lifelong learning for teachers, through di ap-plication of the European Consumer Digital Competency Framework con be easily used to creating and promoting learning opportunities among all citizens and generation, especially in the field of Adult education.
• Supporting educational staff in implementing competence-based teaching and learning ap-proaches, delivering the format of the training course. As we know teachers usually don't have a lot of time so, the idea behind the micro-learning opportunities is to offer to teachers "learning snacks". Micro learning opportunities are in fact short, timely learning opportuni-ties that can take the form of podcasts, webinars, and PowerPoint presentations; this ap-proach can be translated also in enhancing quality assurance in adult learning opportunities and developing forward looking learning centres. The same approach can also be used for improve young's people key competences and basic skills to strengthen the employability of young people, in the field of youth.
• Encouraging a variety of learning approaches and contexts for continued learning, as there are no courses for secondary school teachers on the application of the Consumer Digital Competency Framework, making European schools better prepared for the challenges of the digital marketplace and the digital world. This approach can be transposed in the field of

VET, for VET teachers and students, for an innovative approach for the teaching and learn-ing of STEM subject.

Given the previous premises, the project could easily be transferred to other educational fields, for example the youth, or to the adult education, or even to the education for the elderly or marginalized people.

> **How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?**

The project has to be carried us transnationally for the experience of the partners in dealing with the project topic.

The concept of 'Digital footprint' is new. It is linked with topics such as digital identity, privacy, online safety, information management. The data and information users provide online are usually sensitive personal data that remain on the Internet. Our data-portraits are more public that one may think. Companies – i.e. site owners – may use such information for their commercial interests and marketing purposes. International politics and national affairs are today heavily affected by the consequences of misuse, exploitation, steal of private data and information available on the Internet. The risks and threats posed to Internet safety are already real problems in the real world, with direct consequences on politics, economic stability and citizens' rights. DLearn decided to conduct a survey to analyse the awareness of the people about this topic. The survey had the aim of collecting key information and data about the general knowledge, awareness and consequent attitude of European citizens towards their digital footprint and all the information they – more or less consciously – disclose online. There is still a need of deeper action and specific training on the subject. This is demonstrated by the fact that citizens affirmed to strictly protect their financial information, while they do not commit at the same level for other aspects of their life. Results shows that they do not possess the right competences to use some tricks and tools, such as the Ads block or anti-tracking tools and the private mode navigation. The ONLINE project aims to fulfil this gap between what people thinks to know about digital, and especially digital markets, and how they act in the real life. The project wants to transfers the skills learned by the teachers to real life and to students, so they can be sure and safe when operating online.

Needs analysis

What needs do you want to address by implementing your project?

The COVID-19 crisis expedited the growth of e-commerce to new businesses, customers, and product types. It has offered customers access to a very significant selection of products from the comfort and safety of their homes, and it has made it possible for companies to continue to do business despite restrictive contact and other confinement policies. Notwithstanding continuing disparities across countries, the COVID-19 crisis has heightened the momentum of the e-commerce scene across countries and increased the reach of e-commerce, including by establishing new businesses, consumer profiles, e.g., children and youth, and products (e.g., gro-ceries and online games). In the meantime, e-commerce transactions in many countries have partially migrated away from deluxe goods and services toward everyday needs which are relevant to a large number of people and individuals.

While some of these transformations in the e-commerce scene are likely to be long-term in nature, in view of the likelihood of new epidemic waves, the affordability of new buying habits, learning costs, and the encouragement for enterprises to capitalize on investments in new sales networks. Notwithstanding the best efforts of some states to promote e-commerce during the COVID-19 crisis, persist-ing digital gaps mean that not everyone has been able to join in. In additional, the regulations that are not adjusted for e-commerce can create obstacles for businesses, as in the case of newly emerging multichannel sales models or new ways of delivery. While many of these challenges existed even before COVID-19, the current crisis, and the new role of e-commerce for individuals and businesses, have increased the need for policy action. For many it was the discovery of a new way to shop, but not all that glitters are gold. During their online purchas-es many have stumbled upon fraudulent sites that, sent a completely different item than requested, in the worst, not only took their money without sending anything, but also used credit card information to try to empty their bank accounts. According to recent data provided, dated 2020, the European Central Bank estimates 1.8 billion euros in total fraudulent transactions occurring each year.

TEACHERS TRAINING TO ACT AS ACTIVE AND SAFE DIGITAL CONSUMERS ARE LACKING IN EUROPEAN SOCIETY as most of the learning opportunities refers to digital skills for teachers, not to train aware digital consumers. THROUGH THIS PROJECT WE INTEND TO MAKE TEACHERS BECOME AGENTS OF CHANGE IN THE SENSE OF PREPARING THEM TO TRANSFER THE CONCEPT OF SAFE ONLINE PURCHASING TO THEIR STUDENTS, TO THE NEW GENERATIONS, WHO ARE THE MOST EXPOSED TO THE DANGERS OF INCORRECT BEHAVIOUR DURING THE PURCHASING PROCESS. AREAS SUCH AS COMPULSIVE DIGITAL PURCHASES, SUPPLY OF SENSITIVE DATA WITHOUT ADEQUATE AWARENESS, FRAUDS OR DECEPTIVE ONLINE MARKETING PRACTICES AND MANY OTHERS ARE JUST SOME OF THE ASPECTS THAT WE WILL TAKE INTO ACCOUNT DURING THE DEVELOPMENT OF THE TRAINING COURSE

What are the target groups of the project?

The consortium has identified a DIRECT, an INDIRECT target group and STAKEHOLDERS.
The DIRECT TARGET GROUP of the project is represented by the school's teachers, who represents the main driver of the change in schools due to the direct and daily contact with the students. Teachers, tutors, teachers' associations and networks representing all those actors that the project wants to target with the project results.
The INDIRECT TARGET GROUP of the project is represented by the students, students belonging to lower secondary schools in Europe (age 11-14 years old).
The stakeholders identify all the persons which will be benefit directly and indirectly from the results and the exploitation of the project activities. The entities which have a stake in the project are:
1) Trainers' providers and digital consumer organizations that can use the project results to add new and innovative knowledge into their formative offer and a new methodology to support students and young people into their personal and provide educational programmes to schools;
2) City halls, local authorities and decision makers can be indirectly addressed because they can use the training developed to train internal staff and exploit project results for a more integrated society;
3) Universities who will benefit with a more aware, motivated and informed group of young people when selecting candidates for their courses;

How did you identify the needs of your partnership and those of your target groups?

According to a 2021's recent work conducted by the European Consumers' centre, children and ado-lescents are nowadays growing up with the Internet and are therefore in some cases much more capa-ble and experienced than adults. However, when it comes to concluding online contracts and giving consent, they are often too hasty, just like consumers of age. Since in many cases parents are sur-prised by the costs of these virtual shopping tours, it is certainly important to be informed in advance about the legal conditions of purchases by minors, in general and online. These contracts can usually be declared null and void, because the under 18-year-old does not have the capacity to act. This gives the right to the parents to demand the reimbursement of the amount spent, also annulling the conse-quences of the contract. This principle does not apply in cases where the minor has concealed or fal-sified his age through misleading behaviour. The simple fact of not indicating the correct age is not considered as a sufficient element, but it should be noted that this rule dates back to times when the Internet had yet to be born.
Especially when the minor uses another name or the credit card of an adult, it is undoubtedly a de-ception with the consequent obligation to pay for the purchased goods. If the purchase contract is not rescindable, the parents are directly

responsible for the damage under the so-called "culpa in educan-do".
Given this premise, the partnership conducted within the 2nd half of the 2021, desk research; from this research emerged a general concern for the lack of knowledge and dangers inherent in an unaware use of the Internet during the purchases process of adolescents in the range age of this proposal.
FROM THE REFLECTIONS ARISING FROM THIS ANALYSIS, WAS DECIDED TO PREPARE THE PROPOSAL BY CHOOSING THE TEACHERS AS THE TARGET GROUP AS THEY ARE VERY CLOSE AND INFLUENTIAL PEOPLE IN THE EDUCATIONAL PROCESS OF ADOLESCENTS.

How will this project address these needs?

In the field of online consumption, we cannot say that the barriers of the EU member states are still valid. Indeed, the online e-commerce service has a world-wide access and impact so that any kind of educational programme should have a EUROPEAN NATURE as it serves to support students' ability ONLINE AND CROSSBORDERS. Indeed, consumers today operate in increasingly complex mar-kets, challenged by growing amounts of information and an expanding choice of products.
The project will last 24 months, and it will deliver an ONLINE COMMUNITY accessible to users that will host a TEACHING AND LEARNING PACK and a COMMUNITY of co-creation. Indeed, teachers and their students, NGO dealing with consumer behaviour can co-create challenges to keep the community alive and to train the students on the latest changes of the online e-commerce services. In order to reach the above-mentioned results, the project foresees 2 main Work Packages that are divided into different activities: TEACHING AND LEARNING PACK and a COMMUNITY of co-creation. The WPs deals with the development of the training material, while the second about the online learning environment and pedagogical guidelines.
THE OBJECTIVE OF THE ONLINE PROJECT IS TO PROVIDE TEACHERS WITH THE NECESSARY SKILLS TO THEN TRANSFER WHAT THEY HAVE LEARNED TO THEIR STUDENTS IN ORDER TO MAKE THE ONLINE SHOPPING EXPERIENCE AS SAFE AS POSSIBLE, PROVID-ING THEM WITH ALL THE NECESSARY INFORMATION TO AVOID THE DANGERS OF THE INTERNET. THE TEACHING OF THESE SKILLS INTEGRATES WELL WITH CONVENTIONAL TECHNOLOGY CURRICULA, AS IT ALLOWS STUDENTS TO LEARN ADVANCED, CUTTING-EDGE TECHNIQUES FOR OPERATING ONLINE THROUGH THE TRANSFER OF SKILLS FROM THEIR TEACHERS, CREATING A CONNECTION BETWEEN TRADITIONAL SUBJECT MAT-TER AND THE INNOVATION THAT TODAY'S STUDENTS DEMAND, AND MAKING MORE ATTRACTIVE THE TEACHING OF THIS SUBJECT THAT OFTEN SEEMS DISCONNECTED FROM REAL LIFE

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10129498	Agrupamento de Escolas José Estevão	Portugal	Aveiro	School/Institute/Educational centre – General education (secondary level)	No
E10096531	European Digital Learning Network	Italy	MILANO	Non-governmental organisation/association	No
E10176324	A & A Emphasys Interactive Solutions Ltd	Cyprus	Nicosia	Small and medium sized enterprise	No
E10017130	Institut za moderno obrazovanje	Serbia	Belgrade	Non-governmental organisation/association	Yes
E10185729	Colegiul National "Mihai Eminescu"	Romania	Iasi	School/Institute/Educational centre – General education (secondary level)	Yes
E10056509	SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI	Bulgaria	SOFIA	Social partner or other representative of working life (chambers of commerce, trade union, trade association)	Yes

Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The consortium of partners was thus formed after careful research that had as objective the selection of organisations with great experience and knowledge of the scope of the project, through a deep analysis of the needs within each country member of the partnership. Through the varied nature of the partners in this project, we were able to ensure a wide coverage of the phenomenon and therefore of the needs to overcome this problem, namely the lack of knowledge on the part of primary school teachers of the best behaviour to adopt when shopping online. Since this is a problem which, as emerged from the need analysis, affects every single European country, and since it is not only adults who fall into the traps and scams of the web, but very often it is also the youngsters who, lacking knowledge and awareness, find themselves at risk in the digital environment, the varied nature of the partners in this project ensures a greater coverage of the problem and its solution.

The project partners are linked by the interest in strengthening the profile of the teaching professions and to investigate the impact of high-quality training on students' consumers behaviour.

P1- AGRUPAMENTO DE ESCOLAS JOSE ESTEVAO Its Secondary School has more than 150 years old. This cluster of schools works with pupils from 3 years old up to the adult population. We have around 2 850 students between 3 and 20 years old.

P2 – DLEARN – EUROPEAN DIGITAL LEARNING NETWORK is a collector of practices and ideas, gathering diverse organizations in Europe to reflect, think and trigger new initiatives, toward the valorisation and the enhancement of digital learning.

P3- BULGARIAN NATIONAL ASSOCIATION ACTIVE CONSUMERS is the first consumer association in Bulgaria. Its exclusive purpose and main objective are the protection and representation of consumers, pursued through the proposal of new regulations, assistance, information, education and orientation activities aimed at citizens through its branches.

P4 – EMPHASYS is operating as a highly successful Education, ICT Training and Research Centre, approved by the Cyprus Ministry of Education, Culture, Youth and Sport (MOECYS). P4 will bring its expertise as ICT providers and educational experts. They have experience in the field of Erasmus plus.

P5 – ICE INSTITUTE FOR CONTEMPORARY EDUCATION (ICE), ICE offers professional learning opportunities to teachers within its network of teachers and educational institutions and is a leader in the field of contemporary education in the Balkan region, P5 includes teachers from all over Serbia covering 110 high schools, 1675 elementary schools.

P6– CNME, COLEGIUL NATIONAL MIHAI EMINESCU IASI is a public school founded in 1865. It has about 420 students in lower secondary school and 680 in upper secondary school specializing in: Mathematics-Computer Science; Natural sciences; Philology-Bilingual English/French (with an international graduation exam).

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

The project partners are linked by the interest in strengthening the profile of the teaching professions and to investigate the impact of high-quality training on consumers' behaviour. Each partner has its own role but, at the same time, every partner will cooperate for the proper implementation of the project.

P1- AEJE is a 150 years old cluster of schools works with pupils from 3 years old up to the adult population. They have around 2 850 students between 3 and 20 years old. And around 270 teachers and 100 staff. they are specialised in developing national curriculum with special focus on Science, Arts, Sports, and disable students. Due to this expertise, P1 will be the Leader of WP1.

P2 – DLEARN - DLEARN is a collector of practices and ideas, gathering diverse organizations in Europe to reflect, think and trigger new initiatives, toward the valorisation and the enhancement of digital learning.

P3- Bulgarian National Association Active Consumers Established in 1998, the main goals of the Bulgarian National Consumers Association (BNAAC) are to protect the rights and interests of Bulgarian consumers by providing them with information, legal advice and lobbying for the improvement of consumer legislation.

P4 – Emphasys will bring its expertise as ICT providers and educational experts. P5 has a Education Department which offers validated and certified IT courses accredited by national and EU examination boards such as the Cyprus Computer Society (ECDL – EQF Level 3-4), the national IT exams and the Cambridge University (GCE A Level Computer Science) for entering HEIs.

P5 – ICE Institute for Contemporary Education (ICE), P5 will participate with its network of professors and schools to implement the project results and to disseminate them at local level. P5 – ICE Members of ICE Teacher Club, include teachers from all over Serbia covering 110 high schools, 1675 elementary schools.

P6 - COLEGIUL NATIONAL MIHAI EMINESCU IASI is a public school founded in 1865. It is the Centre for French Bilingual Baccalaureate; ECDL, DELF/DALF, Cambridge and DSD SPRACHDIPLOM regional training and examination centre, in which our teachers ensure the training and examination.

WP1.A1 SKILLS AUDIT –P1 – AEJE

WP1.A2 TRAINING PLAN and CURRICULUM DEVELOPMENT – P5 – ICE

WP1.A3 MICRO-LEARNING OPPORTUNITIES– P2 – DLEARN

WP1.A4 JOINT STAFF TRAINING EVENT – C1 – P3 – BNAAC

WP1.A5 FINALIZATION OF THE TRAINING MATERIAL – after C1 activity and pilot testing – P5-ICE

WP2.A1 COMMUNITY DESIGN in parallel with the WP1.A2 activity – P4 Emphasys
WP2.A2 COMMUNITY DEVELOPMENT – P4 Emphasys
WP2.A3 PILOT TESTING shaped as a Challenge Jam between schools and it will last 4 months – P6-CNME and P5 – ICE
WP2.A4 PEDAGOGICAL GUIDELINES to increase the quality of the learning opportunity offered to students – P1 AEJE
Furthermore, the project foresees a Quality Leader P4 – Emphasys and a Dissemination Leader P2 – DLEARN

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

COMMUNICATION WITHIN THE PROJECT WILL BE CHARACTERIZED BY DIFFERENT APPROACHES, ACCORDING TO THE FUNCTION AND THE SCOPE IT WILL HAVE FOR THE COORDINATION OF THE ACTIVITIES AND COOPERATION AMONG PARTNERS.

Apart from the specific role and tasks assigned, partners will be strongly engaged in transnational activities, meetings, local activities, reporting, qualitative reviews and dissemination practices. Estimated and planned resources were provided to enable the fulfilment of these tasks at the highest possible level and the roles of each partner is funded accordingly, as showed in the additional details to the budget.

In order to allow an effective cooperation and communication, not only in principles, but also from the technical point of view, partners have already agreed to the use of the so called "CLOUD COMPUTING TOOLS", as well as normal email for official communication. The cloud computing tool will allow partner's share and manage all the documents produced along project life cycle and those used at application and initial project stage, representing the cornerstone of their commitments and the fundamental stages of the project. As cloud computing tool, the partners have already chosen DROPBOX for its wide use. Other VOIP tools will be used when video conferences or calls will be needed. The project contact list has been already created and shared among the partners.

THE REASON FOR THE USE OF CLOUD COMPUTING TOOLS AND OTHER ONLINE FREE-TO-USE SOFTWARE AND TECHNOLOGIES, IS TO HAVE FIRST A COMMON SPACE AS REPOSITORY AND POINT OF REFERENCE FOR THE ENTIRE PARTNERSHIP, EASY AND FREE WAYS TO COMMUNICATE, AVOIDING ANY OBSTACLES TO THE SMOOTH RUNNING OF PROJECT ACTIVITIES.

The rationale behind this is to KEEP ALL PARTNERS INFORMED ABOUT THE PLANNING OF ACTIVITIES AND THE PROGRESS OF THE PROJECT IN ORDER TO MAINTAIN MAXIMUM TRANSPARENCY BETWEEN ALL THE PEOPLE INVOLVED AND TO INCREASE SYNERGIES OF COOPERATION. Information flow will be first initiated and progressed by the coordinator, that will update about the evolution and status of the project, while partners will be committed in keep track of progress and ensure the implementation of their tasks.

To disseminate the project results, the project partners planned to use:

EPALE as for disseminating the project results and to inform about the mobilities offered by the project; ERASMUS PLUS RESULTS PLATFORM: in case of co-financing the project partners will upload all the relevant information related to the Project in order to reach the maximum number of people to exploit the project results. The project results will be disseminated through the Erasmus + Project Results Platform to spread the project results towards a wider public. Indeed, all the project deliveries will be uploaded into the platform. The project coordinator with the support of the quality manager will implement this action.

Project design and implementation

Work package n°1 'Project Management'

How will the progress, quality and achievement of project activities be monitored? Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

QUALITY WILL BE CONSTANTLY MONITORED on the basis of the principles and procedures described below and will produce an INTERMEDIATE AND FINAL COMPREHENSIVE REPORT, as well as 6 MONTH REVIEW constant feedbacks during project implementation. An initial draft of the quality plan has been also provided attached to the application, stating the first intentions for quality assurance implementation by the whole consortium.
PROJECT QUALITY CONTROL HAS THE AIM TO GUARANTEE INTELLECTUAL OUTPUTS REALIZATION AND RELEVANCE WITHIN STATED OBJECTIVES AND SUSTAINABILITY STRATEGY.
The following issues will be of key importance and will be strictly taken into consideration:
• EVALUATION METHODS
• TIMING
• RESPONSIBILITIES
The P4- Emphasys will appoint a QUALITY MANAGER (QM) among its professionals' staff, which will develop a Project Management and Quality plan. The purpose of the quality plan is to ensure that the project activities are developed within the agreed timetable and according to the framework set to achieve the expected milestones. The QM and the PC will be also supported by the Peer Review Committee in the quality review. Specific objectives of the plan are to:
• Create confidence in the quality of the work that the Project Team will perform by showing how the project will be carried out, measured, monitored, accounted for and safeguarded during and after development,
• Define roles and responsibilities, with emphasis on the required skill sets to address the complexities and risks of the project,
• Show how changes and problems can be identified and reported,
• Clearly define the content, format, sign-off and review process, and responsibilities for each deliverable,
• Make visible all the means that are and will be applied to meet the technical and quality requirements.

The quality monitoring procedures will include the administration of periodic questionnaires, at least 2 for each participating partner. The sum of the questionnaires collected and the answers to the monitoring questions administered will represent the quantitative basis on which to process the data of the underlying areas:
• Quality of Project management arrangements – no more than 20% rate of delays in deliver-ing results throughout the project
• Effectiveness of coordination by the project coordinator – no more than 20% rate of issues and problems detected in coordination
• Effectiveness of the monitoring and evaluation processes – 100% of partners and coordi-nator compliance with quality monitoring process tasks.
• Effectiveness of quality arrangements – 100% rate of compliance with P4- Emphasys recommendations and amendment according the problems detected.
• Clarity of the certification and recognition tools at least 80% of positive results in the over-all evaluation of the training experience
• Quality of the training platform, accessibility, adequate guidance tools and supporting material at least 80% of positive results in the overall evaluation of the platform.

How will you ensure proper budget control and time management in your project?

The project plan provides the baseline against which to monitor project costs and project progress stage by stage. It identifies key deliverables, resource requirements and control points.
The implementation of the Plan will be supervised by the QM and executed together by all partners. The QM will collect and analyse partners input and will develop evaluation reports for each project meeting, as well as yearly evaluation reports that will cover both the quality of processes (management, dissemination) and deliverables.
Quality control will be executed during the whole project and will contribute to the achievement of all project results, including:
• ONGOING QUALITY MANAGEMENT: communication and collaboration, project meetings, the timely production of deliverables and outputs will be evaluated in ap-proximately six-month periods (evaluation at and after each partner meeting). Evalua-tion techniques will include both qualitative and quantitative methodologies. The QM will also provide feedback to the interim and final report which will be submitted to the funding authority.
• REPORTS: In addition to the reporting about the different evaluation steps, an interim and final internal evaluation report will be drafted summarizing all evaluation results. Specifically, the interim evaluation report at the end of the first year of the project will give practical advice for the second project half.
- In particular, the following will be subject to quality evaluation:
• MANAGEMENT PROCEDURES and processes as described in the Management plan
• PROJECT MEETINGS, focusing on the evaluation of: preparatory work, clarity of plans and agenda, objectives reached, work environment, participants' participation and satisfaction, follow-up
1- Kick off meeting in Portugal

2- 2nd TPM in Milano
3- 3rd TPM in Cyprus
4- Final Meeting in Portugal
• PROJECT RESULTS, i.e. training contents and distant learning tools. The evaluation will be conducted in two phases, based on a first formal check by the QM and a sec-ond content check by the consortium, conducted as peer review and assuring active participation of all partners (each result will be evaluated by two peer reviewers' repre-sentatives of two different partners). The evaluation will take into account complete-ness, clarity and comprehensiveness.
• DISSEMINATION ACTIVITIES AND TOOLS, aiming to evaluate the level of quality, relevance and effectiveness of materials and events. In case of events, also the satis-faction of participants will be taken into account.
• THE PROJECT AS A WHOLE. In particular, this evaluation will be divided in sections: project consortium, project activities and results, self-assessment of each partner's role. Per each section, specific performance indicators will be defined.
• RISK MANAGEMENT

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

LIST OF RISKS (R) and related REMEDIAL ACTIONS (RA)
• (R) Slow synchronization among the partners – (RA) Implementation of management procedures, Strong coordination, Regular communication;
• (R) Shortage of resources – (RA) Early warning of budget and personnel problems (it allows to take action in time), Flexible management of resources dedicated to the project, Agreement within the consortium;
• (R) Inappropriate or insufficient development of dissemination materials – (RA) Review of dissemination tools according to the quality procedure, updating of materials as the project is developed, Strong coordination of dissemination activities by the partner responsible, Active engagement of external agents and multipliers;
• (R) Inappropriate collection and delivery of documents necessary for interim and final report – (RA) Early preparation for interim and final report, Good and continuous communication with the coordinator well before the deadline, Day-by-day financial management;
• (R) Insufficient involvement of target group – (RA) Remedial Actions: Strong and detailed dissemination strategy, Effective dissemination tools, Early involvement of the target: during the needs analysis and development of contents;
These risks are not the solely that may occur during implementation phases, therefore the QM will develop a specific risk and contingency plan, as part of the quality plan: a table with a list of possible risks, likely causes, a forecast of impacts and probability and a suggestion for remedial actions.

To solve emerging problems, the consortium foresees two levels for conflict resolution:

• The first level is within the activities (each activity has a leader/coordinator). Conflicts concerning technical, technological or activity related issues first will be attempted to be resolved on activity level, where the leader will mediate.
• The second level occurs in the Management Committee.

How will you ensure that the activities are designed in an accessible and inclusive way?

There is a large number of people with fewer opportunities who would not be able to access particular experiences. This category is very wide and includes people with disabilities as well as people in so-cio-economically disadvantaged situations and many others.
To ensure the inclusiveness of these categories, it is recommendable to:
• Providing a blended approach to activities: using an approach involving both online and face-to-face activities. We have to adapt to a new system where we have to be more flexible towards the means we use to carry out our activities. Even when the emergency situation due to the Covid 19 pandemic will finish, there are some categories of people who can benefit to continue using a blended approach and have more opportunities to follow activities online. This allows for greater participation of people, even of those who live in isolated locations or cannot leave their homes for different reasons (with the Covid 19 pandemic, this second con-dition is unfortunately very common).
• Accessibility and user-friendliness of digital tools: Creating a digital environment is crucial to ensure the inclusion of categories with fewer opportunities. The digital environment has be-come a fundamental part of our lives and also a tool for education and learning. However, special attention is needed in this environment because it might become a barrier rather than a resource for some people. Using different languages ensures a wider understanding. Open source and free tools allow even those with economic problems to access learning tools. Intui-tive and easy digital tools are suitable for people with few skills. There are also a number of tools or devices that can be used for people with certain types of disabilities (e.g., screen read-er for visually impaired people or the use of particular functionality for colour-blind people).
• Using inclusive teaching methods: there are methods that can be used in educational environ-ments that make learning more inclusive. Preferring to the traditional approach of teaching the following methods: cooperative learning, workshop, flipped classroom and all methods that are creative and involve the learner personally. Use a multisensory didactic method, based on dif-ferent stimuli (auditory, visual, tactile and kinaesthetic).
• Using inclusive communication: communicating with people with few opportunities is not easy. Firstly, translating the materials and publications produced into all the languages of the partnership. There are categories of people such as elderly people or under skilled people who probably do not know foreign languages. Using sign language and braille for people with

disabilities. This is a way of involving also categories of people who are often not considered in dissemination plans. Using images and videos can help make concepts more understandable even for people with learning difficulties

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

Due to the Covid19 pandemic, working conditions, especially in the international field, have under-gone and are currently undergoing a revolution, and teamwork plays a key role at a professional level. Only when all tasks are optimally distributed and the exchange between the various employees works effectively, will it then be possible to achieve the best possible result.
To ensure the above, the project will:
- Set up a high number of online meetings to monitor project activities, minimising unneces-sary physical travel. This not only improves the efficiency of project implementation by reduc-ing the actual project time, but also takes into account the physical well-being of the people in-volved in its implementation
- MULTIPLIER EVENTS will be carried out in a hybrid form;
- The use of a project management tool or software that offers different functions for pro-ject management. The aim of such a software solution is to optimise the work process, where-by individual tools are suitable for fields such as planning, organisation or analysis.
- Use and development of applications, both project development and management related, that can be used also by mobile devices (such as smartphones and tablets), so that they are always usable even when one does not have a PC or is in situations where its use is not possible.
- Development of the project website in such a way that it can also be used by mobile devices (such as smartphones and tablets), in order to make it accessible to those who do not have a PC.
- Selecting apps and digital instruments that support the activities proposed by the project, such as apps for:
• Augmented Reality:
 Google Maps: Now you can use AR to place 3D digital objects right in your own space directly from Search or from websites on Chrome or use the Maps for Location-based content triggers from knowing a user's location through an AR-enabled device.
 Virbela: is a perfect tool to create a virtual environment that can recreate a school, or a meeting room, an auditorium and so on that allow you to have your meetings and events online with the same engagement of the face-to-face events.
• Communication & Collaboration:
 Canva: Canva is an easy-to-use collaborative visual communication platform built to empower and connect every team, distributed or centralized. Inspire everyone to brainstorm and bring ideas to life. Team up to collaborate and share on-brand internal content across all channels, and create your best work together
 Miro Mind Map: An intuitive and robust mind mapping tool, Miro mind map helps distributed teams to brainstorm, plan projects, map out information archi-tecture, create org charts, and develop sales strategies.
• Graphic design & Digital content creation:
Easel.ly is an intuitive and easy-to-use graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content. The apps include templates for users to use.

How does the project incorporate green practices in different project phases?

The project incorporates green practices transversally across phases, from project management to the implementation of contractual activities and dissemination of results.
The measures to be undertaken are:
-Reduce as much as possible the printed materials. All communication tools and working documents will be shared predominantly digitally. QR codes will be used an alternative to printed copies of dissemination and informative materials, so that interested people can get more information directly on their device.
-Avoid unnecessary travels and promote alternative transport methods to the plane. The number of physical meetings scheduled is reduced to a minimum, to avoid carbon emissions. When possible, considering the travel distance for necessary physical meetings, partners will consider the use of trains and buses as an alternative to flying.
-Even emails and storage on cloud platforms contributes to carbon emissions. Therefore, the partners will use a selected project management platform for all communications, making sure to delete permanently all notification emails, and keep the platform "clean" by regularly deleting obsolete documents. To make sure this happens, P1 the Coordinator will periodically remind all partners to perform a "Digital Clean Up" of project emails and documents stored on the platform, making sure that all important documentation stays.
-Regarding project meetings, activities and events, the partners will rely on the guide developed in the framework of the "Meetings Go Green" project. Attention to the environmental impact will be paid before, during and after the event, with a specific attention on PREVENTION of any impact through thoughtful planning. Among the multiple aspects to be consider, we will pay specific attention to:
oChoice of the location: it should be easily reachable through public transport or on foot, preferably be a sustainable building and ensure a proper management of any waste generated during the event.
oChoice of the catering: suppliers which use local and seasonal food should be preferred, as well as providers which ensure a reduction of the packaging used, reusable or compostable cutlery and pay attention to the reduction of food waste
oWaste reduction: waste should be prevented before being generated in the first place, for example by printing only if

necessary, choose installations made of sustainable materials, avoid gadgets or distribute "thoughtful" gadgets such as reusable or eco-designed product. Single-use items should be strictly avoided and the possibility of sorting waste into proper bins ensured.

oGreen nudges can be used to communicate about the sustainability of the event and encourage participants to keep a responsible behavior. This can include messages to the audience in the form of a poster, a message on the recycle bin to invite to sort waste properly or a message in the catering area to invite participants to finish consuming their food

Grant amount allocated to the work package n° 1 'Project Management' (whole number with no decimals).

50 000,00 €

Other work packages

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
2	DIGITAL TEACHERS: THE DIGITAL CONSUMER SKILLS FRAMEWORK IN PRACTICE	5	82 500,00
3	ONLINE LEARNING ENVIROMENT	5	80 000,00
4	DISSEMINATION AND EXPLOITATION	6	37 500,00
Total			**200 000,00**

Work package n°2 - DIGITAL TEACHERS: THE DIGITAL CONSUMER SKILLS FRAMEWORK IN PRACTICE

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The work plan is organized on a 24 months basis, tasks and roles have been agreed among partners al-ready at application stage in order to enhance each organization experiences and know how, as well ensure that all project objectives will be achieved at a high quality standard.
The project organized into 2 WP's interconnected between each other and about the development of innovative knowledge.

The main steps of this WP are:

1. AUDIT PHASE (M1-M4)
This phase will include an AUDIT OF THE PRE - SUBMISSION SITUATION ANALYSIS to select actual teachers for training and the pilot test. The focus will be also on interest on being engaged into the project activities and existing innovative methodologies for teaching such as the micro-learning opportunities and the community of practice.

2. PLANNING PHASE (M4-M6)
Based on results of the audit phase, a Training Plan will be designed for the proper development of ONLINE training course for teachers. At the same time, the partners will design the Online Learning environment in accordance with the training plan and the technology available that suits better with the project needs.

3. DEVELOPMENT OF THE CONTENT (M7-M18)
Once that the planning phase is over, the project partners will cooperate for the proper development of the 2 WP's. Indeed, the training contents and the online learning environment will be developed, adapted to distant learning environment and enriched with tools for assessment of acquired knowledge and competences.

4. PILOT TEST AND GUIDELINES (M18-M24)
The pilot test will involve different schools per country and it will test the online training material de-livered though a CHALLENGE JAM. The teachers involved will be asked to access to the training con-tents

5. VALORIZATION (M1-M24)
Dissemination and exploitation activities will be carried out during the overall lifespan of the project, with an emphasis on the last months, when the products will be fine-tuned and made available online.

What will be the main results of this work package?

The theoretical basis for the first outcome is the digital consumer skills framework, DigCompConsum-ers. It outlines 14 competencies that are grouped into three main areas: pre-purchase, purchase, and post-purchase and will be used as a framework for developing the training model.
At present, there is no clear direction for the DigiCompConsumer framework on how to translate the consumer digital skills framework into practical activities for teaching and learning digital consumer skills with citizens. And, furthermore, there is no European framework for implementing it in schools.
THUS, THE FIRST INNOVATION ELEMENT WITHIN THE PROJECT'S MISSION IS TO GENER-ATE A TRAINING PROGRAM TO DEVELOP A EUROPEAN TRAINING SYSTEM FOR IMPLE-MENTING THE EUROPEAN E-SKILLS FRAMEWORK IN LOWER SECONDARY SCHOOLS, PROVIDING HIGH-QUALITY MICROLEARNING OPPORTUNITIES FOR TEACHERS.
The activities of the WP2 are:
A1. VERIFICATION OF COMPETENCIES
A2. TRAINING PLAN
A3. 1ST DRAFT OF THE TRAINING MATERIAL
A4. COMMON STAFF TRAINING EVENT
A5. FINALIZATION OF TRAINING MATERIAL AND LOCALIZATION IN PARTNERS' LAN-GUAGES

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The following indicators will be used to measure the LEVEL OF ACHIEVEMENT of the work pack-age objectives:
QUANTITATIVE INDICATORS:
- 1 report for the VERIFICATION OF COMPETENCIES
- 1 TRAINING PLAN
- 1 pdf document for the TRAINING MATERIAL
- 1 COMMON STAFF TRAINING EVENT

QUALITATIVE INDICATORS:
- Over 75% of positive evaluations of the TRAINING MATERIAL during the pilot phase (via questionnaire) obtained by the participants themselves of the focus group

- Over 75% of positive evaluations of the COMMON STAFF TRAINING EVENT during the pi-lot phase (via questionnaire) obtained by the participants themselves of the pilot

All results obtained during the implementation phase of WP2 will be submitted to an internal PEER REVIEW COMMITTEE by the project partners and to an external STEERING COMMITTEE consist-ing of 2 experts from the school sector from each partner.

Please describe the tasks and responsibilities of each partner organisation in the work package.

A1 SKILLS AUDIT – Led by P1 – AEJE.
- P2, P3, P4 will organize a skills audit at local level, all the partners will organize a focus group with 8 experts and teachers about the project topic, for a total of 8x3= 24 experts involved plus at least 3 direct interview each, for a total of 9+32= 41 people involved.
- P1, P5, P6 Schools and educational organization instead will organize them in school contest with the involvement of the teachers and their students, and each school will at least involve 2 classes for a total of 50 people each, for a total of 150.
A2 TRAINING PLAN – Led by P5 ICE + All M5-M7
In the training plan, and with the support of P5 – Emphasys, there will be also a training validation sys-tem based on open badges.
A3 MICRO-LEARNING OPPORTUNITIES for the dual educational pack – (1st draft) – P2 – DLearn M7-M13
The training material will cover core consumer protection issues in electronic format (based on the needs assessment analysis and policy reports identified at proposal stage) such as fair and transparent advertise practices.
A4 TRAIN THE TRANINERS ACTIVIITY – Led by P3 – M14
All the partners will participate into a Short-term JOINT STAFF TRAINING EVENT by P3-SOFIA
The JOINT STAFF TRAINING EVENT will last 3 days and it will be hosted by P3 in SOFIA as they represent the regional union for consumer protection. Each partner will participate with at least 3 members of staff.
A5 FINALIZATION OF THE LEARNING OPPORTUNITIES – P1 - M17 – M18 .
The final micro-learning opportunities will be translated and adapted to local contests as the ley about consumer protection may vary from country to country. Micro-learning opportunities will be translated in Portuguese, Italian, Greek, Serbian and Romanian.

Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget

WP2 represents 33% of the total project costs (€82.500 of €250.000) and it includes the actual costs that the partnership will incur in delivering this project.
This budget will enable the partners to:
- Develop the A1. VERIFICATION OF COMPETENCIES lead by P1
- Develop the A2. TRAINING PLAN , lead by P5
- Create the A3. 1ST DRAFT OF THE TRAINING MATERIAL , lead by P2
- Develop the A4. COMMON STAFF TRAINING EVENT, lead by P3
- Develop the A5. FINALIZATION OF TRAINING MATERIAL AND LOCALIZATION IN PARTNERS' LANGUAGES, lead by P1

This represents good value for money in relation to EU investment vs the results and impact that will be delivered, and the potential for further development and exploitation. The contribution for each partner has been calculated taking into account the labour costs of each country.
OVERALL STAFF
- Staff costs have been allocated taking into consideration the involvement of each partner coherently with the activities carried out within the WP, and taking into consideration the following parameters:
The partners who are ACTIVITIES' leaders have been allocated with an extra budget (some +10 percentage points) to meet the coordination tasks of that given ACTIVITY. In details:
 To P, who leads A1. VERIFICATION OF COMPETENCIES and A5. FINALIZATION OF TRAINING MATERIAL AND LOCALIZATION IN PARTNERS' LANGUAGES , has been allocated the 30% the total amount of the activities;.
 To P2, who leads the A3 1ST DRAFT OF THE TRAINING MATERIAL has been allocated the 25% of the total amount of the activities;
 To P3, leader of the A4 COMMON STAFF TRAINING EVENT, has been allocated the 20% of the total amount of the activity.
 To P5, leader of the A2. TRAINING PLAN, has been allocated the 25% of the total amount of the activity.
- The other partners, which are involved in the activities but are not leaders, will take, generally, between the 15% and the 20% of the total amount of the activity, according to their expertise and their venue.
STAFF CATEGORIES:
MANAGER
Manager participation is due to lead the overall development of the activities related to this WP. Their percentage of involvement (10% of the total of staff costs per partner) is proportional to the actual involvement and by having into account the WP activities' leadership. The activities performed will be:
1) Undertake responsibilities of the activities leadership within the WP2, guaranteeing the quality of the results
2) Guarantee the involvement of TGs during the activities, since their role in involving stakeholders and other organizations

through their professional networks

3) Review official documents before releasing, improving, or modifying them if necessary (A2,A3)

RESERCHER/TRAINER/TEACHER

They will be daily involved in the operative part of the overall implementation. The percentage of involvement (75% of the total of staff costs per partner) is proportional to the actual involvement.

The following partners has been assigned an extra budget:

 P7, due to its important role in the development of all the WP's activities

TECHNICIANS

The percentage of involvement (15% of the total of staff costs per partner) is proportional to the actual involvement and by having into account the WP's leadership. This staff will be involved in tasks such as:

- Developing the training plan
- Developing the training material
- Developing the Joint Staff Training event

LTTA/PILOT/FOCUS GROUPS

They will be organized involving the widest public as possible. The main expenditure planned are related to the rent of the event's room, the catering, the necessary travel for the participants.

EXCEPTIONAL COSTS

Possible exceptional costs will be allocated by the approved budget considering the new financial and reporting rule of the Programme based on the lump sum approach. They will be eventually used to cover translations costs for the A2,A3,A5

Activities - (2 - DIGITAL TEACHERS: THE DIGITAL CONSUMER SKILLS FRAMEWORK IN PRACTICE)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date:	Estimated end date:	Leading Organisation	Participating Organisations	Amount allocated to activity (whole number) (EUR)	Expected results
A1. VERIFICATION OF THE COMPETENCES	Portugal	01/11/2022	01/02/2023	Agrupamento de Escolas José Estevão (E10129498 - PT)	European Digital Learning Network (E10096531 - IT) A & A Emphasys Interactive Solutions Ltd (E10176324 - CY) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)	15 000,00	A SKILL AUDIT is foreseen about the learning gaps identified before the project submission in order to start engaging external stakeholders into the project. . It take the form of FOCUS GROUPS and all the answers will be collected to create the REPOR
A2. TRAINING PLAN	Serbia	01/02/2023	31/03/2023	Institut za moderno obrazovanje (E10017130 - RS)	Agrupamento de Escolas José Estevão (E10129498 - PT) European Digital Learning Network (E10096531 - IT) A & A Emphasys Interactive Solutions Ltd (E10176324 - CY) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)	20 000,00	Once that the training needs have been identified and they have been validated, Parteners will develop a training plan with the learning objectives, learning style and delivery mode that will be based on micro-learning opportunities
A3. 1ST DRAFT OF THE TRAINING MATERIAL	Italy	01/03/2023	30/09/2023	European Digital Learning Network (E10096531 - IT)	Agrupamento de Escolas José Estevão (E10129498 - PT) A & A Emphasys Interactive Solutions Ltd (E10176324 - CY) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)	20 000,00	The training material will cover core consumer protection issues in electronic format such as fair and transparent advertise practices; information about business;goods and transactions; dispute resolution; paying with data and privacy/security issue

| A4. COMMON STAFF TRAINING EVENT | Bulgaria | 01/10/2023 | 31/10/2023 | SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG) | Agrupamento de Escolas José Estevão (E10129498 - PT) European Digital Learning Network (E10096531 - IT) A & A Emphasys Interactive Solutions Ltd (E10176324 - CY) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) | 12 500,00 | All the part-ners will par-ticipate into a Short-term JOINT STAFF TRAINING EVENT at P3 - SOFIA |
| A5. FINALIZATION OF TRAINING MATERIAL AND LOCALI-ZATION IN PARTNERS' LANGUAGES | Portugal | 01/11/2023 | 29/02/2024 | Agrupamento de Escolas José Estevão (E10129498 - PT) | European Digital Learning Network (E10096531 - IT) A & A Emphasys Interactive Solutions Ltd (E10176324 - CY) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG) | 15 000,00 | Once that the material has been tested by the participants of the JOINT STAFF TRAINING EVENT, the feedbacks received will be used by the project partners to finalize the training material. |

Description of the activities

Describe the content of the proposed activities.

R1.A1 SKILLS AUDIT – P1 – AJAE
The skills audit will take the form of FOCUS GROUPS and all the answers will be collected to create the SKILLS AUDIT REPORT

R1.A2 TRAINING PLAN – P6 ICE + All M5-M7
P6 will develop a training plan with the learning objectives, learning style and delivery mode that will be based on micro-learning opportunities. The curriculum of the ONLINE training course will consist of unit of learning outcomes. P4 – Emphasys, there will create a training validation system based on open badges and a syllabus of the training topics for the supportive training material for teachers.

A3. MICRO-LEARNING OPPORTUNITIES for the dual educational pack –P2 – DLearn M7-M13
The training material will be delivered through MICRO-LEARNING OPPORTUNITIES such as video, power point presentation, webinar etc. The training material will also deliver SCENARIO BASED LEARNING OPPORTUNITES.

A4 TRAIN THE TRANINERS ACTIVIITY – Led by P3 Bulgarian National Association Active Consum-ers–
All the partners will participate into a Short-term JOINT STAFF TRAINING EVENT at P3-SOFIA.
The activity will be used to:
1) Train teachers, trainers and project manager (depending on the nature of the sending organiza-tion) will be test the first draft of the Micro-learning opportunities;
2) They will learn from each other about the project topic;
3) They will be TESTIMONIALS of the project once that they will come back to their own organ-ization to implement the project topic and develop the pilot testing with their students and col-leagues.
The JOINT STAFF TRAINING EVENT will last 3 days and it will be hosted at P3 in Umbria as they represent the regional union for consumer protection. Each partner will participate with at least 3 members of staff.
A5 FINALIZATION OF THE LEARNING OPPORTUNITIES – P7 - M17 – M18
feedbacks from JOINT STAFF TRAINING EVENT will be used by the project partners to finalize the training material, available in all consortium languages.

Explain how this activity is going to help reach the WP objectives.

Through the activities listed above, this consortium wants to achieve the general and specific objec-tives listed above, i.e. a greater awareness on the part of teachers of the discipline of correct behaviour online, especially during the purchasing phases, how these rules can be transferred to students, and how our behaviour in the digital environment leaves traces of which we are sometimes unaware. To achieve all this, WP2 is characterised by several innovative elements that lead to the desired result, such as:
• The course itself, as there are no courses for secondary school teachers on the application of the Consumer Digital Competency Framework, making European schools better prepared for the chal-lenges of the digital marketplace and the digital world;
• Provide professional development opportunities for teachers on the classroom application of the European Consumer Digital Competency Framework;
• The delivery format of the training course. As we know teachers usually don't have a lot of time so, the idea behind the micro-learning opportunities is to offer COSTUMER DATA PLATAFORM to teachers "learning snacks". Micro learning opportunities are in fact short, timely learning oppor-tunities that can take the form of podcasts, webinars, and PowerPoint presentations;
• Adapting the consumer digital competency framework to school-based training with a user-centered approach;
• The training also provides scenario-based learning opportunities for teachers to easily begin im-plementing their knowledge in the classroom;
• ON THE BASIS OF THE PREPARATORY ACTIVITIES OF THE PROJECT CARRIED OUT BY THE PARTNERS DURING THE LAST MONTHS OF 2021 AND EARLY 2022, SOME CALL CONFERENCES WERE HELD IN WHICH WE ALSO TRIED TO DEFINE A SERIES OF TOPICS WHICH, IN CONNECTION BETWEEN THE ANALYSIS OF THE INITIAL NEEDS AND THE RECOMMENDATIONS FROM DIGICOMPCONSUMERS WILL CERTAINLY BE INCLUDED IN THE TRAINING PLAN.

Describe the expected results of the activities.

The result that we want to obtain from the WP 2 is :
TRAINING PLAN
- The theoretical baseline of the first RESULT is the This Digital Competence reference framework for Consumers, DigCompConsumers. It outlines 14 competences that are grouped in three main areas: pre-purchase, purchase and post-purchase and it will be used as framework for the training model development. There is no clear indication on how translate the Digital Competences reference framework for Consumer into practical activi-ties to teach and learn with citizens about

digital consumers competences. And, further-more, there isn't a European Framework to implement it into schools. So, the first element of innovation is within the mission of the project IS TO GENERATE A TRAINING PRO-GRAMME TO DEVELOP A EUROPEAN TRAINING SYSTEM FOR THE APPLICATION OF THE EUROPEAN DIGITAL COMPETENCE FRAMEWORK into lower secondary schools OFFERING HIGH QUALITY MICRO-LEARNING OPPORTUNITES FOR TEACHERS.

Because the training plan and course curriculum will be based on units of learning outcomes, any training organization can transfer the micro learning opportunities to other training courses;

Because the course will be translated and localized into other EU languages besides English, it will be easier to transfer to other countries and educational authorities;

During the training activities the participants will become TESTIMONIAL at the local level of the pro-ject thus increasing the potential for transferability;

The overall outcome will last from M1-M18.

The outcome is a TEACHER LEARNING PACKAGE based on the preliminary analysis and verifica-tion of competencies.

The teacher learning materials include MICRO-LEARNING OPPORTUNITIES AND scenario-based challenges (client-based learning) to be implemented in curricular activities.

Expected number and profile of participants.

The following participants are going to be involved in the implementation of the WP activities:

PROJECT PARTNERS

All project partners will actively contribute to the planning, implementation and evaluation of the ac-tivities described, even when they are not leading an activity. Each partner organisation will contribute to this WP with at least 2 staff members with the following profiles:

- Teachers and school leaders
- Education experts
- Trainers and educators
- Project managers

The staff working on the project will have excellent organisational and team working skills, as well as know-how on how to design innovative educational methodologies.

A1 SKILLS AUDIT – Led by P1 – AEJE.

- P2, P3, P4 will organize a skills audit at local level, all the partners will organize a focus group with 8 experts and teachers about the project topic, for a total of 8x3= 24 experts involved plus at least 3 direct interview each, for a total of 9+32= 41 people involved.

- P1, P5, P6 Schools and educational organization instead will organize them in school contest with the involvement of the teachers and their students, and each school will at least involve 2 classes for a total of 50 people each, for a total of 150.

A4 TRAIN THE TRANINERS ACTIVIITY – Led by P3 – M14

All the partners will participate into a Short-term JOINT STAFF TRAINING EVENT at P3 Premis-es(SOFIA), WITH 2 MEMBERS OF THE STAFF EACH

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°3 - ONLINE LEARNING ENVIROMENT

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The ONLINE learning environment will be the second result developed by the project partners. The online learning environment will be provided as OER- Open Educational Resource and will host mi-cro-learning opportunities for teachers, scenarios to be implemented in classrooms through client-based methodology and a community of practice. In fact, the community of practice will provide a collaborative learning environment among teachers of different subjects and will also be useful in re-sponding to the ongoing challenges faced by consumers in e-marketplaces. Moodle is the selected plat-form to host all the training material developed during the lifespan of the project.
In order to achieve the above outcomes, the following activities are planned:
A1 DESIGN OF THE ONLINE LEARNING COMMUNITY.
A2 COMMUNITY DEVELOPMENT
A3 PILOT TESTING
A4 PEDAGOGICAL GUIDELINES
The objectives of the WP3 are characterized by strong innovation aspects:
• There is no community of practice or online learning environment to support teachers in be-coming experts in digital skills related to online consumer behaviour;
• The community of practice allows teachers to learn from like-minded colleagues in Europe, exchanging direct experiences and learning from each other. In fact, the idea of the community of practice will allow for constant updating of teaching materials. As the topic is rapidly evolv-ing, the community will be crucial to respond to the new challenges of the digital marketplace to act assertively as prepared consumers;
• The sustainability of the project and the constant updating of the material will be done by the community users themselves with the support of the project partners;
• The cross-subjects approach. In fact, the community will ensure access of different teachers and school departments for the development of learning materials and customer-based chal-lenges

What will be the main results of this work package?

The results we want to obtain from this Work Package are:
• Increase peer learning opportunities and collaboration for teachers with diverse back-grounds that wants to promote awareness of the risks young consumers may have in elec-tronic markets;
• Facilitate the exchange of learning scenarios based on the different challenges that teachers may face locally and that, thanks to the community, can be shared across Europe;
• Creating an online community of expert teachers in the field of e-skills and online learning behaviours;
• Creation of a European space for interaction and peer-learning among teachers aimed at fostering the process of civic and ethical engagement from real scenarios for continuous learning;

All the above is characterized be a strong transferability:
• As the online learning environment will be based on OER, the potential for transferability is guaranteed as other educational organizations can have access to the learning material and use it in their daily practices;
• The community of practice therefore ensures all members the transferability of the results to their educational context; in addition, the pedagogical guidelines will also offer sugges-tions and feedback on how to deal with the online learning material and scenarios for young consumers, i.e., school students.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

QUANTITATIVE RESULTS:
- 1 ONLINE PLATFORM ON MOODLE
- 1 PILOT TEST
- 1 PEDAGOGICAL GUIDELINES
QUALITATIVE RESULTS:
- Over 400 subscriptions to the ONLINE PLATFORM on MOODLE within the end of the project to kick start off the teachers' community
- Over 80% positive evaluation for the Methodology during the pilot test phase (via question-naire) obtained by the participants themselves to the pilot test phase
- Over 80% positive evaluation of the LEARNING COMMUNITY during the pilot test (evaluated via questionnaire)
- Over 80% positive evaluation of the PEDAGOGICAL GUIDELINES (evaluated via question-naire by all the members that had participated at the pilot test phase)
The quality of the results will be assessed according to the guidelines included in the quality manage-ment plan
Moreover, the results of this work package will be subject to an internal PEER REVIEW.

Please describe the tasks and responsibilities of each partner organisation in the work package.

The tasks and activities are distributed following the partners' expertise, as listed below:
THE PROJECT COORDINATOR IS P1 – AGRUPAMENTO DE ESCOLAS JOSE ESTEVAO and it will be supported by

the project partners according to different level of governance, indeed ONLINE foresees:

WP2 : ONLINE LEARNING ENVIRONMENT
A1 COMMUNITY DESIGN in parallel with the R1.A2 activity – P5 Emphasys
A2 COMMUNITY DEVELOPMENT - P5 Emphasys
A3 PILOT TESTING that it will take the form of Challenge Jam between schools and it will last 4 months – P6 - COLEGIUL NATIONAL MIHAI EMINESCU IASI and P5 – ICE
A4 PEDAGOGICAL GUIDELINES to increase the quality of the learning opportunity offered to stu-dents – P1 AEJE

Furthermore, the project foresees a Quality Leader P4 – Emphasys and a Dissemination Leader P2 – DLEARN

Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget

WP3 represents 32% of the total project costs (€ 80.000 of €250.000) and it includes the actual costs that the partnership will incur in delivering this project when the additional working days, overheads, and in-kind contribution are factored in.
This budget will enable the partners to:
- Designing the A1 ONLINE LEARNING COMMUNITY, lead by P4
- Developing the A2 COMMUNITY , lead by P4
- Do the A3 PILOT TESTING, lead by P6
- Create the A4 PEDAGOGICAL GUIDELINES, lead by P1
Along with the added value of cross EU and cross sectoral collaboration, this represents good value for money in relation to EU investment vs the results and impact that will be delivered, and the potential for further development and exploitation.

By deepening the inputs used to design the budget, here as follows some additional comments:

OVERALL STAFF
Staff costs have been allocated taking into consideration the involvement of each partner coherently with the activities carried out within the WP, and taking into consideration the following parameters:
The partners who are ACTIVITIES' leaders have been allocated with an extra budget (some +10 percentage points) to meet the coordination tasks of that given ACTIVITY. In details:

- To P4, due to its expertise in the ITC field and its experience with MOODLE Platform, that lead the development of the e-learning environment (A1:A2), has been allocated the around the 30% of the total amount of the activities
- To P6, leader of the PILOT (A3), has been allocated the 30% of the total amount of the activities.
- To P5, leader of the Pedagogical Guidelines (A4) according to its expertise in the pedagogical field, has been allocated the 35% of the total amount of the activity
The other partners, which are involved in the activities but are not leaders, will take between the 15% and the 20% of the total amount of the activity, according to their expertise and their venue.

STAFF CATEGORIES:
MANAGER
Manager participation is due to necessity of a highly qualified professional, to lead the overall development of the activities related to this WP. This category will host professionals with proven track records of international and complex general project management. Their percentage of involvement (10% of the total partners' staff costs) is proportional to the actual involvement and by having into account the WP Activities' leadership. The activities performed will be:
1. Undertake responsibilities of the activities leadership within the WP3, guaranteeing the quality of the results
2. Guarantee the involvement of TGs during the activities (A3), since their role in involving stakeholders through their professional networks
3. Review official materials before releasing, improving, or modifying them if necessary (A5)
RESERCHER/TRAINER/TEACHER
This category is the most represented among the staff since they will be daily involved in the operative part of the overall implementation. The percentage of involvement (65% of the total partners' staff costs) is proportional to the actual involvement and by having into account the WP's.
TECHNICIANS
The percentage of involvement (25% of the total partners' staff costs) is proportional to the actual involvement and by having into account the WP's leadership. This staff will be involved in tasks such as:
⬜ Assistance during the technical development of the learning materials and e-tools (A1;A2)
⬜ Delivering pilot test(A3)
⬜ Assistance during the pilot phase from an organizational point of view (A3)

EXCEPTIONAL COSTS
Possible exceptional costs will be allocated by the approved budget considering the new financial and reporting rule of the Programme based on the lump sum approach. They will be eventually used to cover translations costs and IT arrangements (software, licenses, etc.).

Activities - (3 - ONLINE LEARNING ENVIROMENT)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date:	Estimated end date:	Leading Organisation	Participating Organisations	Amount allocated to activity (whole number) (EUR)	Expected results
A1. ONLINE LEARNING COMMUNITY DESIGN	Cyprus	01/01/2023	31/03/2023	A & A Emphasys Interactive Solutions Ltd (E10176324 - CY)	Agrupamento de Escolas José Estevão (E10129498 - PT) European Digital Learning Network (E10096531 - IT) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)	17 500,00	P4 will draft an initial version of the online learning com-munity for teachers. Since the community will be a PRACTICE COMMUNITY, the community must be inter-active, and will also allow for co-creation of learning mate-rials.
A2. COMMUNITY DE-VELOPMENT	Cyprus	01/03/2023	31/08/2024	A & A Emphasys Interactive Solutions Ltd (E10176324 - CY)	Agrupamento de Escolas José Estevão (E10129498 - PT) European Digital Learning Network (E10096531 - IT) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)	22 500,00	DEVELOPMENT of the community for teachers.
A2.1. PLATFORM FIRST DRAFT	Cyprus	01/03/2023	31/07/2023	A & A Emphasys Interactive Solutions Ltd (E10176324 - CY)		15 000,00	Once the de-sign of the training com-munity is done, P4 will proceed with the devel-opment of the online learning environment.
A.3 EXTERNAL PILOT TEST	Romania	01/02/2024	30/04/2024	Colegiul National "Mihai Eminescu" (E10185729 - RO)	Institut za moderno obrazovanje (E10017130 - RS)	10 000,00	The external pilot testing will last 2 months and it will take the form of "CHALLENGE JAM" to in-volve teachers and students
A.4 PEDAGOGICAL	Romania	01/04/2024	31/07/2024	Colegiul National "Mihai Eminescu"	Institut za moderno obrazovanje (E10017130 - RS)	15 000,00	With the results of the pilot tests, P6 will draw the pedagogical guide-lines to

GUIDELINES   (E10185729 - RO)   implement the training material at the
best

Description of the activities

Describe the content of the proposed activities.

A1 ONLINE LEARNING COMMUNITY DESIGN – P4 EMPHASYS M5-M8
P6 will draft an initial version of the online learning community for teachers. The PRACTICE COM-MUNITY must be interactive and allow for co-creation of learning materials. MICRO-LEARNING OPPORTUNITIES will be offered to teachers through a closed community of practice, which is an ENGAGEMENT ECOSYSTEM. It will be based on Moodle LMS software, to be available by anyone.
A2 COMMUNITY DEVELOPMENT – P4 EMPHASYS M7-M24.
P4 develop the online learning environment. A first draft will be done in preparation for Activity C1-LTTA. Some MICRO-LEARNING OPPORTUNITIES will be uploaded online, others will be co-created by project partners during activity C1-LTTA.
All feedback from the training participants will be discussed by the project partners in order to in-crease the ease of the online community for the end users and to adapt it to the needs of the end users.
All feedback that P1 will gather from the pilot test will be collected in order to deliver a final online community.
A3.EXTERNAL PILOT TESTING – P6 M15-M18
The external pilot testing will last 2 months and it will take the form of "CHALLENGE JAM" to in-volve teachers and students. All classes will work on the same online consumer challenge (included the training material), a micro-project to be developed in a few hours. The classes will be in contact through social media, sharing progress using the same hashtag. Results from all participating classes will be collected through digital means and shared through twitter. P5 will prepare the methodology for the Challenge Jam and for the collection of feedbacks for the development of A4 activity.
A4 PEDAGOGICAL GUIDELINES – P5 M17-M18
P6 will draw the pedagogical guidelines to implement the training material at the best and used to increase the transferability potential of the projects in other educational contests and for the project part-ners to use the online learning environment to develop workshop in schools.

Explain how this activity is going to help reach the WP objectives.

In order to reach the abovementioned results, the following activities are foreseen:
• A1 DESIGN OF THE ONLINE LEARNING COMMUNITY
• A2 COMMUNITY DEVELOPMENT
• A3 PILOT TESTING
• A4 PEDAGOGICAL GUIDELINES
The ONLINE learning environment will be the second RESULT developed by the project partners. The online learning environment will be delivered as an OER- Open Educational Resource and it will host the micro-learning opportunities for teachers, scenarios to implement in classes through the client-based methodology and a community of practice. The community of practice indeed will guarantee a collaborative learning environment between teachers of different subject and it will also be useful to answer to the continuous challenges faced by consumers in the e-market places.

Describe the expected results of the activities.

The aspect results of the 3rd WP are the following :
- 1 ONLINE LEARNING COMMUNITY: Since the community will be a PRACTICE COM-MUNITY, the community must be interactive, and will also allow for cocreation of learn-ing materials. MICRO-LEARNING OPPORTUNITIES will be offered to teachers through a closed community of practice, which is an ENGAGEMENT ECOSYSTEM where teachers can choose their role, from lurker to engaged promoter. The online learning environment will be based on Moodle LMS software (community of practice and distance learning ma-terials), in order to be available by anyone and in a user-friendly environment.
- 1 online PLATFORM.
- 1 methodology for the Challenge Jam but also for the collection of feedbacks that it will be necessary to develop the A4 activity.
- 1 PEDAGOGICAL GUIDELINES: the pedagogical guidelines will be necessary to increase the transferability potential of the projects in other educational contests and they will also be necessary for the project partners to use the online learning environment to develop workshop in schools.

Expected number and profile of participants.

The following participants are going to be involved in the implementation of the WP activities:
PROJECT PARTNERS
All project partners will actively contribute to the planning, implementation and evaluation of the activities described, even when they are not leading an activity. Each partner organisation will contribute to this WP with at least 2 staff members with the profiles below:
- Teachers and school leaders
- Education experts
- Trainers and educators

- Project managers

The staff working on the project will have excellent organisational and team working skills, as well as know-how on designing innovative educational methodologies.

A2.3 LEARNING AND TEACHING ACTIVITY (LTTA):

P1 – AGRUPAMENTO will send 3 TEACHERS that have a background in marketing, consumer behaviour and marketing pedagogy;

P2 – DLEARN will send 3 experts in school education, namely trainers and methodological experts to attend the training activities;

P3 – Bulgarian National Association Active Consumers will send 3 experts in the field of consumer protection providing the direct expertise to develop the challenges for both teachers and students. Furthermore, as they will host the training activities, they will also do an in-site visit to their organization to understand how it works;

P4 – Emphasys will send 3 experts in ICT and school education in order to explain the functionalities of the online community of practices. P5 will indeed provide a first draft of the online community for the training activity.

P5 – ICE AND P6-CNME will send 3 teachers each. In particular, each school will send teachers with a different background (from maths, financial, marketing subjects to civic education) in order to guarantee the crosscurricula approach;

A.3 PILOT TEST

5 classes, supported by their teachers, will work on the same online consumer challenge (included the training material), which will typically be a microproject to be developed within a few hours.

100 students in total and 10 teachers

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°4 - DISSEMINATION AND EXPLOITATION

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The aims of WP4 can be summarised as follows:
• To strengthen the knowledge about the project and the results achieved all over Europe
• To engage stakeholders and target groups directly and indirectly in the project
• To share stakeholders', partners' and participants' experience and know-how
• To extend the impact of the project by networking with European teachers and stakeholders through European platforms

Doing so, WP4 will support the general objectives of the project by ensuring that the target groups of the project are reached and kept up to date with the project development. The activity of this work package will ensure the visibility of the project at EU, national and local level. It will ensure that the objectives of the project are communicated clearly and that there are regular updates about the activi-ties undertaken by the partnership, as well as results achieved.
This WP is also crucial to set up an exploitation plan to ensure the sustainability of the project after the end of the funded period.

What will be the main results of this work package?

1. DISSEMINATION AND EXPLOITATION PLAN: This plan will identify and record the fol-lowing issues: 1. What do we want to disseminate? (specific results and outputs) 2. To whom? (target groups) 3. How? (methods and tools) 4. When? (dissemination schedule) 5. What for? (expected impact of dissemination activities).
2. PROJECT VISUAL IDENTITY: The Visual Identity will include: 1) Project Logo, to make the project immediately recognised. 2) Project Templates and Graphics, to illustrate the main con-cepts of the project. 3) Project Brochure, developed in 4-color illustrated paper and contained the main information of the project. 4) Project Poster to be used for physical events.
3. PROJECT WEBSITE: The website will be the main communication tool of the project, present-ing information on the project, news on project activities and outputs. One can find there also the project results and dissemination materials, ready to be downloaded. It will be available in all the languages of the partnership.
4. SOCIAL MEDIA ACCOUNTS: Facebook and Instagram. Social media channels will initially present the project, its partners and its activities; as the project progresses, social media will be used to share updates and results.
5. NEWSLETTERS: 4 newsletters to be promoted on the projects' dissemination channels and on the partners' channels.
6. ARTICLES AND POSTS ON EXTERNAL PLATFORMS: articles presenting the project, its progress and results. Platforms will include e-Twinning, School Education Gateway
7. INFOGRAPHICS: 2 catchy infographics about the project progress/achievements.
8. PROJECT CONFERENCES: 1 conference organised by each partner (at least 40 participants each), in the final months of the project to disseminate the results among stakeholders.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

QUANTITATIVE INDICATORS

- 500 views per semester on the project website
- 200 followers on the project's Facebook and Instagram accounts (400 in total)
- 1 logo, 1 poster and 1 poster produced
- 2 infographics produced
- 6 articles posted on online blogs, media and platforms (national and European)
- 4 e-Newsletters published on project website, social media and partners' communication chan-nels
- 2 project conferences organised by each partner's country during the lifespan of the project with x participants
- 1 project final conference organised by each partner with 40 participants each (240 in total)
-

QUALITATIVE INDICATORS

- At least 80% positive feedback from participants in project final conferences
- At least 80% positive feedback from participants in project conferences
- Level of engagement on social media

Please describe the tasks and responsibilities of each partner organisation in the work package.

All partners will contribute actively to the dissemination and diffusion of the results, both in content creation and dissemination. The following dissemination channels per partners will be used.

P2, as a dissemination leader, will be responsible to draft the dissemination and exploitation plan and to monitor its effective implementation. It will also guide the project partners in the implementation of their dissemination activities. P2 will also create the project visual identity and set up the social media accounts.

All partners will be responsible to regularly (every 2 weeks) post on the project social media, accord-ing to a rotation calendar prepared by P2.

P2 will be responsible for the creation and update of the project website, with contributions from all partners.

P2 will be responsible for the creation of the project newsletters, including content creation and de-sign, gathering contributions from all partners.

P2 will be in charge of creating a e-Twinning space, posting updates about the project.

P1 will be responsible for drafting the Memorandum of Understanding, gathering feedback and in-puts from all partners. All partners will then disseminate the document during their final conferences and recruit at least 2 schools or educational institutions to sign it.

All partners will organise 1 project final conference.

Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget

WP3 represents 15% of the total project costs (€37.500 of €250.000) and it includes the actual costs that the partnership will incur in delivering this project when the additional working days, overheads, and in-kind contribution are factored in. This budget will enable the partners to:
▢ Set up the project dissemination, exploitation and sustainability strategy, through the development of a Plan (A.1)
▢ Increase the project visibility through a project branding (A.2) and a project website (A.3)
▢ Promote the project online (via social media, e-newsletters and articles – A.4)
Along with the added value of cross EU and cross sectoral collaboration, this represents good value for money in relation to EU investment vs the results and impact that will be delivered, and the potential for further development and exploitation.
By deepening the inputs used to design the budget, here as follows some additional comments:
OVERALL STAFF
Staff costs have been allocated taking into consideration the involvement of each partner coherently with the activities carried out within the WP, and taking into consideration the following parameters:
▢ The WP LEADER have been allocated with an extra budget to meet the coordination tasks of that given WP:
o P2-DLEARN, who will guide all dissemination activities developing its main results (A.1, A.2 ,A3, A.4, A.5), has been allocated with 40% budget
▢ The other partners (P1, P3, P4, P5,P6,) have been allocated between the 10% and the 20% budget each, according to their expertise.

STAFF CATEGORIES:
MANAGER
Manager participation is due to necessity of a highly qualified professional, to lead the overall development of the activities related to this WP. This category will host professionals with proven track records of international and complex general project management. Their percentage of involvement (10% of the total partners' staff costs) is proportional to the actual involvement and by having into account the WP's leadership. The activities performed will be:
1. Undertake responsibilities of the activities leadership within the WP4, guaranteeing the quality of the results
2. Guarantee the involvement of TGs during the public events (A6)
RESERCHER/TRAINER/TEACHER
This category is the most represented among the staff since they will be daily involved in the operative part of the overall implementation. The percentage of involvement (55% of the total partners' staff costs) is proportional to the actual involvement and by having into account the WP's. The following partners has been assigned an extra budget:
▢ P2 because of leading role in designing and guiding all dissemination activities (A.1, A.2, A.3, A.4, A.5).

TECHNICIANS
The percentage of involvement (35% of the total partners' staff costs) is proportional to the actual involvement and by having into account the WP's leadership. This staff will be involved in tasks such as:
▢ Design the project visual identity (logo, leaflet, brochure, infographics – A.2)
▢ Set up the project website (A.3)
▢ Create project social media pages and design the 6 e-newsletters and the articles (A.4)
▢ Assistance during the conferences from an organizational point of view (A6)

FINAL CONFERENCES
6 National Final Conferences in partners countries will be organized, involving 480 participants in total (A6). Partners will work for the inclusion of the widest public as possible beyond budget constraints. Indeed, the foreseen number has been calculated considering the minimum number of participants. The main expenditure planned are related to the rent of the event's room, the catering, the necessary travel for the organizers, the invitation of speakers, the secretariat of the event and any simultaneous translations, where necessary.

EXCEPTIONAL COSTS
Possible exceptional costs will be allocated by the approved budget considering the new financial and reporting rule of the Programme based on the lump sum approach. They will be eventually used to cover catering for the events and translations costs for dissemination materials (leaflet, newsletters, project web page, infographics etc.).

Activities - (4 - DISSEMINATION AND EXPLOITATION)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date:	Estimated end date:	Leading Organisation	Participating Organisations	Amount allocated to activity (whole number) (EUR)	Expected results
A1. Development and delivering of the Dissemination and Exploitation Plan	Italy	01/10/2022	30/11/2022	European Digital Learning Network (E10096531 - IT)		5 000,00	1 Project Dis-semination and Exploita-tion Plan, available in the project repository tool.
A2. Design and development of the Project Visual Identity	Italy	01/10/2022	31/12/2022	European Digital Learning Network (E10096531 - IT)		7 500,00	One document outlining the visual identity of the project, including 1 Logo, 1 Brochure and 1 Poster.
A3. Design and development of the Project Website	Italy	01/10/2022	31/01/2023	European Digital Learning Network (E10096531 - IT)		10 000,00	One project website realised and available in the languages of the partners. It will contain information about the project and be constantly updated according to the project progress
A4. Design and Implementation of the Online Project Dissemination	Italy	01/12/2022	31/08/2024	European Digital Learning Network (E10096531 - IT)	Agrupamento de Escolas José Estevão (E10129498 - PT) A & A Emphasys Interactive Solutions Ltd (E10176324 - CY) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)	5 000,00	4 e-Newsletters produced and disseminated on the project's communication channels, as well as the partners' institutional channels. 2 social media accounts set up (Facebook and Instagram) according to the visual identity. Set up of a plan to share re
A5. Design and development of 2 infographics	Italy	01/08/2023	31/08/2024	European Digital Learning Network (E10096531 - IT)		5 000,00	2 infographics to be shared online and promoting the methodology adopted by the project, as well as the project overall objectives.
A6. Project Final Conferences	Italy	01/07/2024	31/08/2024	European Digital Learning Network	Agrupamento de Escolas José Estevão (E10129498 - PT) A & A Emphasys Interactive	5 000,00	1 conference organised by each partner organisation (6 in total) to promote the

(E10096531 - IT) Solutions Ltd (E10176324 - CY) Institut za moderno obrazovanje (E10017130 - RS) Colegiul National "Mihai Eminescu" (E10185729 - RO) SDRUZHENIE BULGARSKA NATSIONALNA ASOTSIATSIYA AKTIVNI POTREBITELI (E10056509 - BG)

project results and network with potential users of the outputs.

Description of the activities

Describe the content of the proposed activities.

A1. DEVELOPMENT AND DELIVERING OF THE DISSEMINATION AND EXPLOITATION PLAN
The Dissemination and Exploitation Plan will be developed by P2 with the support of all partners, specifying the objectives, activities, means, expected results and impact as a whole during the whole project implementation and a level of each single partner.
A2. DESIGN AND DEVELOPMENT OF THE PROJECT VISUAL IDENTITY
P2 - will lead this task. The project logo and graphic design will illustrate the main concepts of the Project. With the same graphic design, Project Brochure will be design and developed in all the consortium languages.
A3. DESIGN AND DEVELOPMENT OF THE PROJECT WEBSITE
P4 will lead the development and update of the website. The project website will be developed following the same graphic design as all project outputs and dissemination material. All partners will participate in providing translation of website texts.
A4. DESIGN AND IMPLEMENTATION OF THE ONLINE PROJECT DISSEMINATION
P2 will set up 2 social media accounts (e.g., FB, IG), which will be used by the whole Consortium to promote the project and its results. All partners will contribute to the online dissemination, also presenting articles in online blogs, media and platforms national and European. Moreover, 4 e-newsletter will be spread through partners' network database
A5. DESIGN AND DEVELOPMENT OF 2 INFOGRAPHICS
P2 and all the partners will be responsible for the creation of two infographics, during the lifespan of the project, to represent graphically the main results achieved. The infographics will be created in English and then translated in all the consortium languages; after that they will be published on the project website and disseminated via social media channels.
A6. FINAL PROJECT CONFERENCES
Each partner will be in charge to organise a final conference in its Country (for a total of 6 confer-ences) to disseminate the results of the project. The conference will be organised in each partner's Country

Explain how this activity is going to help reach the WP objectives.

An awareness raising and dissemination plan will be developed to address the different stakeholder groups, to guarantee maximum impact of the awareness raising and dissemination efforts through cus-tomizing activities and materials. It will describe in detail the awareness raising and dissemination strategy and activities, including a description of who are the different target public and the strategy to reach each of them. A description of the most adequate dissemination tools and channels to be used for each of the identified target groups as well as for the public at large is included. For the direct tar-get public, the awareness raising activities are described, as they pretend to raise direct awareness among this group. The public targets are members of the consortium as it concerns internal working documents awareness raising and dissemination of the consortium and its members. The document will be available electronically in the project repository tool. The dissemination activities listed in the previous points have as fundamental objectives the maximum dissemination of the results and actions of the project, which will be disseminated through different means of information, both digital such as the project website and social channels and on paper, through brochures.
In addition, in order to make communication immediate and easily understood by all, infographics will be developed to summarise the main results and activities carried out during the development of the project. Through this activity, the project aims to increase the knowledge of the target group and the stakeholders about the project topic. In addition, through conferences and multiplier events, the project aims to maximise the dissemination of the results obtained, focusing on the necessary development of the education of young people, teachers and family on how operate safely online, taking in considera-tion all the possible risks and learn how to overcome them.

Describe the expected results of the activities.

-1 DISSEMINATION AND EXPLOITATION PLAN :1 Project Dissemination and Exploitation Plan, available in the project repository tool. It will guide the partnership in all communication, dissemination and exploitation activities
-1 PROJECT VISUAL IDENTITY
The results of the Visual Identity will include:
- 1 Project Logo, to make the project immediately recognized. (Images file)
- 1 Project Templates and Graphics, to illustrate the main concepts of the project. (Images file)
- 1 Project Brochure, developed in 4-color illustrated paper and contained the main information of the Project. (PDF File in English and in all the consortium languages)
-1 PROJECT WEBSITE
The main result of this activity is the creation of 1 Project WebsiteThe website will be the main communication tool of the project, presenting information on the project, news on project activities and outputs. You can find there also the deliverables devised, ready to be downloaded, in a dedicated area.The website will be in english and the main parts will also be traslated in all the consortium languages
- 1 Project Facebook Page - FB (M2)
- 1 Project Instagram Page - IG (M2)
- 4 e-NEWSLETTERS: will be sent through the partners'network database. They will be avaliable in english and in all the consortium languages (PDF File) M1-M12-M18-M24

2 INFOGRAPHICS (in M12and M22) to summarize and underline the main results of the project. They will be disseminated via project website and Project social media pages, delivered in English and in all the consortium languageS
1 FINAL PROJECT CONFERENCE:1 final conference in every Country (for a total of 6 conferences) to disseminate the results of the project. The conference will be organised in each partner's Country language in M24. At least 40 people per event are expected to participate
The aim of this event is to disseminate the project results at local level and European level, in order to catch and engage relevant stakeholders (both direct and indirect target group

Expected number and profile of participants.

All the project's partners are involved in the DISSEMINATION AND EXPLOITATION ACTIVITIES, and this WP will be lead by P2, that will be responsible to guide consortium in the dissemination of the project and exploitation of results, thanks to the expertise of its staff and network. It has been agreed by all partners the contribution to the continuous updating of the Dissemination Plan, through the preparation of interim and final report and a six-month report, in which they will list the activities and deliverables of dissemination that have carried out over the period.

A6. FINAL PROJECT CONFERENCES: the expected number of people involved in this activity is:

- At least 20 people (teachers, school directors, parents, local stakeholders in the field of education and online consumers) For each Partner's Country (in total 240 people attending)

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	50 000,00
Work package n°2 - DIGITAL TEACHERS: THE DIGITAL CONSUMER SKILLS FRAMEWORK IN PRACTICE	82 500,00
Work package n°3 - ONLINE LEARNING ENVIROMENT	80 000,00
Work package n°4 - DISSEMINATION AND EXPLOITATION	37 500,00
Total	**250 000,00**

Distribution of the grant amount among participating organisations

WP	Coordinator (EUR)	Partner 1 (EUR)	Partner 2 (EUR)	Partner 3 (EUR)	Partner 4 (EUR)	Partner 5 (EUR)	Total (EUR)
Work package n°1 'Project Management'	15 000,00	7 500,00	6 500,00	8 000,00	6 500,00	6 500,00	50 000,00
Work package n°2 - DIGITAL TEACHERS: THE DIGITAL CONSUMER SKILLS FRAMEWORK IN PRACTICE	21 725,00	12 700,00	11 850,00	10 575,00	14 125,00	11 525,00	82 500,00
Work package n°3 - ONLINE LEARNING ENVIROMENT	10 075,00	10 075,00	10 075,00	20 450,00	15 375,00	13 950,00	80 000,00
Work package n°4 - DISSEMINATION AND EXPLOITATION	4 500,00	15 000,00	6 750,00	3 750,00	3 750,00	3 750,00	37 500,00
Total	**51 300,00**	**45 275,00**	**35 175,00**	**42 775,00**	**39 750,00**	**35 725,00**	**250 000,00**
Project lump sum (EUR)							**250 000,00**

Impact

How are you going to assess if the project objectives have been achieved?

DURING THE PILOT, THE CONSORTIUM WILL TAKE AS AN IMPORTANT FACTOR THE WILLINGNESS OF THE PARTICIPANTS TO EXPLOIT THE PROJECT RESULTS INTO THEIR DAILY ACTIVITIES. ALTHOUGH IT IS NOT EASY TO MAKE A QUANTIFICATION OF THE IM-PACT ON PARTICIPANTS, THE TEACHER WILL COMPETE TO GET THE CONSUMER EMPOW-ERMENT INDEX WILL BE CREATED TO COUNT THE NUMBER OF TAKE ACTION STUDENTS' INITIATIVES DURING THE "CHALLENGE JAM".
IT WILL NOT ASSURE A SCIENTIFIC QUANTIFICATION; RATHER IT WILL ALLOW THE CALCULATION OF THE INDIVIDUAL IMPACT OF THE PROJECT RESULTS IN CLASSES.
Moreover, it is intended to evaluate the results of the pilot test activities, to measure the impact in terms of:
• Increased knowledge, skills and competences of the trained teachers about ONLINE CON-SUMERS SKILLS AND AWARENESS;
• Increased knowledge about CONSUMER ENGAGEMENT as a transformation process to in-novation;
• Increased motivation and awareness to participate into schools activities that promote synergies and real applications of different subjects taught at schools;
• Increased sense of belonging to high-quality schools and trained teachers;

The questionnaire of the pilot test and the assessment exercise will investigate the above-mentioned issues and also the intentions to change TEACHERS AND STUDENTS behavior.
The impact on teachers, student and stakeholders will be measured also taking into account:
•at least 20 users for country which have an active participation in the online community: num-ber of registered members and sections;
•at least 120 teachers, trainers into the community of practice with the different roles ("luckers" / active participants");
•at least 500 participants in the events (numbers in the relevant section) and participation into the Challenge jam sessions;
•high score (at least 3,5 on a scale from 1 to 4, where 1 is the minimum and 4 the excellence) in the evaluation of the events, in terms of participants' satisfaction and relevance towards their training needs (through anonymous questionnaires);
•high score level of satisfaction of the teachers participating into the training (at least 3,5 on a scale from 1 to 4, where 1 is the minimum and 4 the excellence);
•participants and followers in the virtual community (Social networks e.g. Facebook and Twit-ter);
•at least 5/schools of client-based challenges generated by the community.
•At least 2 workshops run for each partner in a real-case scenario in which teachers and stu-dents will interact together on the material created. Knowledge sharing, Q&A time, feedbacks from the students will be the main drivers on which the laboratory will be run. In each lab, at least 4 teachers per class and 40 students involved.
The project measurement will continue also after the project end, up to 3 years. In these years, the pro-ject partners will assess the impact of the project by calculating the numbers of downloads of the online materials, and the numbers of teachers' profiles into the ONLINE LEARNING COMMUNITY

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?

Partners will be able to improve their own skills, learn strategies and methodologies that can be used in their respective organisations and working fields. The results are going to be fully adopted within the partners' main activities.
P1 – AEJE, with the support of regional stakeholders intend to develop the contents amongst students, curriculum and classrooms. All the results from the projects will be incorporated and reused into classrooms according to our students' level of development and also their age. Building bridges between the results achieved from the projects and the work done inside each classroom, both gain and there is an ecological use and reuse of knowledge based upon Erasmus+ projects productions.
P2- Dlearn has a strong presence and network of contacts: this strategy would guarantee the upgrading of the whole project in a longer-term perspective. At this purpose, meetings and encounters with policymakers will be also scheduled in order to better spread and promote the policy recommendations. Also, the tangible results of the project will be presented during the annual conference of Dlearn and in the occasion of roundtables and meeting with political representatives in the field of school education.
P3 – will use all the projects results in their conferences and through it is own media via weekly web newsletter "Active Consumers ", informative brochures and books, website; through general media – press conferences, press releases, interviews, articles etc.:
P4- Emphasys Centre as an Educational/Training Centre, provider of Erasmus+ KA1 COURSES will continue to use all products and procedures developed as well as TRANSFER THE PRODUCTS to other SECTORS (e.g. SCHOOLS, ADULT). This will enrich and upgrade its services. As a Software Development Centre it can maintain, support and update any digital tools and solutions.
P5- ICE will continue to use the project results in its seminars and debates on current topics in technology and education, training programs and workshops regarding innovation in education and in the international conferences on modern education,

P6 – CNME, using the project results, will sustain activities of information, education and counselling of consumers through meetings, publications, means of mass information with professional organizations and institutions with attributions in the field of consumer protection, in order to respect the interests of consumers

Additional activities:

- Attend sector-specific conferences where the project can be disseminated (e.g. Association for Teacher Education in Europe, ATEE, European Conference in Education – ECE, etc.)
- Create a position paper signed by the consortium and shared with relevant EU Commission and Parliament members
- Set up of a cultural observatory to lobby on public institutions for the adoption of project outcomes as best practice
- Submit a KA1 staff mobility project proposal for the continuous update of results

> Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how.

1) Increase the Online Consumers skills (ex. Comparing offers, checking sales or promotions, con-sulting the customer service assistance for more information, perform a cost benefit analysis be-fore the purchase);
2) Increase the sustainable purchasing decisions and awareness of legislations about consumers rights (ex. While buying products online they have the opportunity to compare and contrast offers against various products comparing quality and sustainability according also to other consumers reviews);
3) Increase consumer engagement (ex. Return of poor-quality products to the online seller and ask for refund, demand to replace a poor-quality product bought online etc.).

At regional level, the project will impact creating new connections and collaborations between the different stakeholders creating new synergies between schools and consumers' unions enriching the training offers of training providers, NGOs, university and schools.

At European and international level, the project wants to provide a direct contribution to the EU2021-2027 strategy influencing policy makers about the importance of ONLINE CONSUMER SKILLS AND SUSTAINABLE CONSUMPTION MODEL and the added value that it can bring to school at first and, then, to the society as a whole. ONLINE will create new synergies and cross-border cooperation in terms of innovative practices to e-citizenship as a key driver to the economy. The concept of 'Digital footprint' is new. It is linked with topics such as digital identity, privacy, online safety, information management. Our data-portraits are more public that one may think. Companies – i.e. site owners – may use such information for their commercial interests and marketing purposes. International politics and national affairs are today heavily affected by the consequences of misuse, exploitation, steal of private data and information available on the Internet. The risks and threats posed to Internet safety are already real problems in the real world, with direct consequences on politics, economic stability and citizens' rights DLearn decided to conduct a survey to analyse the awareness of the people about this topic.

The picture emerging from the research is not reassuring: a general lack of awareness and sensitivity on the potential risks and the spheres of influence on major dimensions –political, economic, and societal - permeates the European citizenship. Most of the users does not fully realise what it means to have their data and personal information accessible and usable by third parties once online. The European Institutions keep on promoting the importance of the awareness on digital footprint and online safety but undoubtedly more initiatives, campaigns, activities need to be organised and implemented to better inform users about the embedded risks in the usage of Internet and its servicesReport-Digital-Footprint-Awareness-2020.pdf (dlearn.eu)

> Please describe your plans for sharing and promoting the project results: How do you intend to make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you intend to share your results with?

The DIRECT TARGET GROUP of the project is represented by the school's teachers, who represents the main driver of the change in schools due to the direct and daily contact with the students. Teachers, tutors, teachers' associations and networks representing all those actors that the project wants to target with the project results.

The INDIRECT TARGET GROUP of the project is represented by students belonging to lower secondary schools in Europe (age 11-14 yo.).

The stakeholders identify all the persons which will be benefit directly and indirectly from the results and the exploitation of the project activities. The entities which has a stake in the project are:

1) Trainers providers and digital consumer organizations that can use the project results to add new and innovative knowledge into their formative offer and a new methodology to support students and young people into their personal and provide educational programmes to schools;
2) City halls, local authorities and decision makers can be indirectly addressed because they can use the training developed to train internal staff and exploit project results for a more integrat-ed society;
3) Universities who will benefit with a more aware, motivated and informed group of young peo-ple when selecting

candidates for their courses;

In particular, each partner has identified the following partners through which disseminate the project at local/regional and EU level:

-P2 – at local level DLEARN will share the project results with the Milano City Hall and the school Dante Aligheri, while at European level DLearn will share the project's results with all its members and stakeholders, such as:
WORKING GROUP "DELTA" – DIGITAL EDUCATION, LEARNING, TRAINING AND ASSESS-MENT
WORKING GROUP "PACT FOR SKILLS"
DIGITAL SKILLS AND JOB COALITION
DIGITAL HUB INITIATIVEDIGITAL TRAINEESHIP INITIATIVE
LIFELONG LEARNING PLATFORM www.lllplatform.eu
EU PARENT'S ASSOCIATION www.euparents.eu DIGITALEUROPE www.digitaleurope.org
DIGITAL LEADERSHIP INSTITUTE www.dlii.org
EBN (EUROPEAN BUSINESS CENTERS) and its members www.ebn.eu
EUROGEO (European Association of Geographers) http://www.eurogeography.eu/
EUROPEAN SCIENCE FOUNDATION www.esf.org
EUROPEAN UNIVERSITY FOUNDATION
- P4 – Emphasys will disseminate the project results at local level through a local network of public and private schools such as Archaggelos Lyceum and Laniteio Lyceum, G C SCHOOL OF CAREERS and XENION and the Cyprus Computer Society and the Multi-functional Centre of the Municipality of Nicosia.
- P5 – ICE will impact on the at Eu level with the LINK Educational Alliance, while at national level will disseminate the project results with the consumer Center of Serbia (CEPS) At local level, ICE will disseminate the project results within its training of experts and the Savremena primary school from Belgrade, Serbia,
- P6- CNME.P7 will impact on the Romanian Territory with the collaboration of the school in-spectorate of ISJI (more than 20.000

Project Summary

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

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

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

Objectives: What do you want to achieve by implementing the project?

ONLINE aims to equip teachers so that they can successfully transfer their expertise to their students to:
• Make informed choices online in digital marketplaces;
• Operate safely online (prevent them from being victims of fraud or deceptive online marketing practices);
• Understand digital marketing and advertising practices;
• Manage online financial transactions;
• Understand their digital footprint while acting online (e.g., collecting digital data);

Implementation: What activities are you going to implement?

WP1
A1 SKILLS AUDIT
A2 TRAINING PLAN and CURRICULUM DEVELOPMENT
A3 MICRO-LEARNING OPPORTUNITIES
A4 JOINT STAFF TRAINING EVENT – C1
A5 FINALIZATION OF THE TRAINING MATERIAL – after C1 activity and pilot testing
WP2
A1 COMMUNITY DESIGN in parallel with the WP1.A2 activity
A2 COMMUNITY DEVELOPMENT
A3 PILOT TESTING that it will take the form of Challenge Jam between schools and it will last 4 months
A4 PEDAGOGICAL GUIDELINES to increase the quality of the learning opportunity

Results: What project results and other outcomes do you expect your project to have?

The project will last 24 months, and it will deliver an ONLINE COMMUNITY accessible to users also through mobile application that will host a TEACHING AND LEARNING PACK and a COMMUNITY of co-creation.
The RESULTS are:
• Training Programme to develop high quality micro-learning opportunities for teachers
• Gamified Educational material for lower secondary school teachers to implement laboratories in class about consumer education though client-based challenges

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

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

File Name	File Size (kB)
DOH -Declaration of Honour_signed.pdf	235
Total Size (kB)	235

Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Dlearn mandate.pdf	77
MAN -ICE Online Project.pdf	66
MAN -RO_CNME_mandate letter signed1.pdf	77
MAN -mandate_E10056509.pdf	70
MAN -mandate_E10176324_EMPHASYS_ONLINE_SIGNED.pdf	75
Total Size (kB)	367

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details here: List of National Agencies.

File Name	File Size (kB)
OTH -GANTT E+_ONLINE2022.xlsx	117
Total Size (kB)	117

Total Size (kB)	**720**

Checklist

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

☑ It fulfills the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: PT01 - Agência Nacional Erasmus+ Educação e Formação

Protection of Personal Data
Please read our privacy statement to understand how we process and protect your personal data

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: Organisation Registration System

Submission History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
1	21/03/2022 14:54:43	COPPOLA Gianluca	1340974	Submitted