



<http://nbepius.franceserv.eu/amontACPPS.html>

PPS.ACMÉ INITIATIVE CHART  
(ROADBOOK)

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appel du 04/10/2024

le Chef de Projet

Vanderplancke P-L

ilargialeague@gmail.com

## ***PROJET DE PARTENARIAT ACMÉ - ACMÉ INITIATIVE CHART***

### **I- priorities**

#### *L'ambition de la candidature*

Purpose is to have the ILARGIA League coordinate, for the first time, a European cooperation project aimed at improving the efficiency of secondary education. By this way the International League of European Teachers Associated for Reuse of Genial Innovations and Activities will enhance both its credibility and its managerial skills.

#### *Notre dessein*

Our first goal is to prepare the schools involved in the partnership for new sort of collaborations made in the future with different actors as: some NGO, public structures and territorial entities, in the framework of the new objectives the european Commission is now promoting. This includes improving the abilities of the association and the high schools that work with them to adapt to the new Key Action 2 objectives.

#### *Les buts du projet (ses objectifs généraux)*

Four proposals to share common values and commitment, to promote a holistic approach to education and to address environmental challenges through a transnational project based on a proven transdisciplinary logic and management approach to education.

#### *Ses objectifs opérationnels*

Twelve operational objectives (which we can measure and check if they have reached their target or not) defined to allow a comprehensive study of the different scales of citizenship and to encourage learners to take up the challenge of transitions together.

**GOALS (General objectives)**

*SPECIFIC OBJECTIVES*

**CUTTING INTO SUB-PROJECTS**

**Activities in the Work Package**

**1. To study and understand the different scales of Citizenship** through practical, international and innovative learning, centred on Orality (priority n°2: to promote a global approach to teaching... and theme "pedagogy and didactics")

**WP1 THE CITIZEN AND HIS/HER RIGHTS**

*1.1 Define citizenship and its evolution over time*

*1.2 To know and experience the "privilege of freedom"*

*1.3 Debate the contours of citizenship, the conditions of its exercise and the way it is exercised*

**WORKSHOPS A1/A2/A3/A4**

**2. To understand the different scales of civic responsibility**, and in particular to assume the duty to protect Biodiversity in order to build a sustainable shared future (priority 3: Environment and fight against global warming, and the theme "identity, citizenship and European values)

**WP2+WP3 CITIZENS' DUTIES : SOLIDARITIES & RESILIENCE**

*2.1 Define the obligations created by the civic pact*

*2.2 Know the European values and question the "rule of law"*

*2.3 Debate European and global governance in the face of the challenge of Transitions*

**WORKSHOPS A5/A6/A9a – A7/A8/A9b**

**3. To create a common transnational cultural and civic forum** and build tools bridging science and technology, literary knowledge and the arts to enable the full development of the participants (the "New European Bauhaus" strategy)

**WP 4 – THE VOICE OF THE PEOPLE : FORUM**

*3.1 Practice the art of speech (speaking, convincing, opposing)... and singing.*

*3.2 Speaking for oneself and for others (altruism and empathy)*

*3.3 Share experiences through a transnational web radio*

**WORKSHOPS A10/A11/A12**

**4. Implementing an inclusive and user-friendly transnational partnership** through regular monitoring of the outcome of activities including consultation phases

**MODULE W5 – PROJECT MANAGEMENT**

*4.1 Ensure quality control of the project "as it goes along" to ensure that learners' autonomy and talents are strengthened and that the quality and scope of pedagogical practices ("key competences" theme) are improved, ensuring that strategies are adjusted as necessary to maintain cohesion*

*4.2 Coordinate and supervise the implementation of the programme and the use of the funds mobilised*

*4.3 Produce management tools and commission the production of reusable teaching aids and materials*

**WORKSHOPS A13/A14/A15**

## II - structure

<b>1. Logique interne du partenariat LOGICAL FRAMEWORK</b>	
<b>1.1 organigramme des tâches (ODT) WORK BREAKDOWN STRUCTURE (WBS)</b>	
<b>General objectives</b>	<b>BUTS</b>
<b>Specific objectives</b>	<b>OBJECTIFS SPÉCIFIQUES</b>
<b>Work Packages &amp; Activities</b>	<b>MODULES DE TRAVAIL et activités</b>
<b>EXPECTED RESULTS</b>	<b>LOTS DE LIVRABLES ET CHANGEMENTS ESCOMPTÉS</b>

*1.2 Évaluation : définition préalable d'indicateurs (plutôt quantitatifs) pour juger les productions et d'indicateurs (plutôt qualitatifs) pour mesurer les impacts (changements positifs découlant des effets du projet)*

Definition of indicators (rather quantitative) to judge the outputs and indicators (rather qualitative) to measure the impacts (positive changes resulting from the effects of the project)

*1.3 Planification : fixation de dates-butoirs et identification des ressources mobilisées et des responsabilités opérationnelles, répartition des moyens et périodisation (production d'un diagramme de Gantt ou d'un outil équivalent)*

Planning: setting deadlines and identifying mobilised resources and operational responsibilities, allocation of resources and periodisation (production of a Gantt chart or equivalent tool)

## 1.3A Funds dispatching

	TÜRKIYE	POLAND	FRANCE	ILARGIA LEAGUE	TOTAUX PAR ACTIVITÉ
WP1 RIGHTS (module 1 : DROITS)	6500	6500	<b>1000</b>	2000	16 000 for WP1=ACTIVITY 1
WP2 SOLIDARITIES (module 2 : SOLIDARITÉS)	6500	<b>1000</b>	6500	1000	15 000 for WP2
WP3 RESILIENCE (module 3 : RÉSILIENCES)	<b>1000</b>	6500	6500	1000	15 000 for WP3 (30 000 for ACTIVITY 2)
WP4 FORUM & MANAGEMENT (module 4 : SUIVI et PÉRENNISATION)	2000 dont A3 1000 et A4 1000	2000 dont A3 1000 et A4 1000	2000 dont A3 1000 et A4 1000	<b>8000</b> dont A3 2000 et A4 6000	14 000 for WP4
<b>TOTAUX PAR BÉNÉFICIAIRE</b>	<b>16 000</b>	<b>16 000</b>	<b>16 000</b>	<b>12 000</b>	<b>60 000</b>

## 1.3B TIMELINE AND GANTT CHART

See on :

<http://nbeplus.franceserv.eu/ACmonitor3.html>

prefiguration website by the International Coordinator, edited on the Lycée Ravel Bureau online (Notre Bureau Erasmus+)

### II – leads for activities' assessment

#### 1°) GLOBAL RELEVANCE

measured from the Référentiel (Work Repository page 2)

In the same spirit we'll check if the concrete activities are in conformity with our objectives using some specific tools implemented from 2017 (in the framework of the NOAH initiative will be reused, especially an empty grid to be completed after each workshop to compare the process with the referent frame).

A sample:

GOAL O3 “to do field trips....”  1st year od the project	SCOOOL XXXX IN XXXX CITY 2024-2026
TARGETED GROUP	Seconde 4 (35 students) INTERDISCIPLINARY ACTIVITIES : SVT HG PHI
TEACHERS	VANDERPLANCKE GEOFFROY ROUSSEAU PUYJALON TANGUY LESTEL
GOALS	<ul style="list-style-type: none"> <li>• to study animals on the water front and meet people who want to preserve nature</li> <li>• to study salmons and meet scientists working on this fish</li> <li>• to study animals in local Christian cultural heritage</li> </ul>
ACTIVITIES	A walk to the sea shore: catching specimens, talking with CPIE A bus Journey to St-Pée (on the Nivelle River) and to Bayonne: reporting about INRA activities and animals in the Cathedral
WHEN	Walk the 24 <sup>th</sup> of November journey the 20 <sup>th</sup> of March
IMPACTS	Knowledge of coastal animals, salmons and biodiversity, mythic and real animals in the Middle Age civilization
OUTPUTS	Movies were done and given to the Geography and History teacher, some were published online
DISSEMINATION	All the videos are in the Twinspace, some of the best ones are edited with comments on the local NBE+ website. Activities are presented in our NOAH spot (reports section) and the local newspaper (Sud Ouest) has made an article about INRA visit.
COMMENTS	We planned to do two field trips in each school during the first year. It was done in French case
LIST OF TASKS  operational objectives	CONNECTED TO SPECIFIC OBJECTIVES  (this time it is not the real completion: sample)

TASK1	related to objective 1, activity 2, workshop A1
TASK2	related to objective 2, activity
TASK3	related to objective 3, activity
TASK4	no relevant

## 2°) MOBILITIES

Surveys to check the impacts will be done; it is better to well disseminate the results as soon as possible and to let a free access to, as it was the case, for example, in April, 2022. See the page on: <http://nbeplus.franceserv.eu/eVeQC12.html>

Note why it's important to ensure the relevance but also the satisfaction of participants (both learners and teachers): the reason is bad points can be meliorated only after its were identified.

## 3°) ACTIVITIES

Indicators specially linked to each activities must be chosen (it must be definitively done during the R1 meeting by project holders)

### 3.1 PROJECT MANAGEMENT A13/A14/A15

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An empiric auto evaluation wil be done by the IC and the administrators of the league, but with the strong support of all the project holders thanks to the feedback system existing.

A survey may be completed after each of the CP to obtain the feelings of the holders since not only effiience but personal satisfaction are targeted.

## Sample:

- 1 Quality monitoring satisfaction x%
  - 2 Local dissemination on line/number of posts / audience x %
  - 3 Conflicts prevention efficiency x%
  - 4 Local follow up efficiency x%
  - 5 Local physical dissemination x % boards, E+ corners, flyers and social medias or web sites
  - 6 Internal Communication x%
  - 7 Local medias strategy
- Dissemination did use all the ways from TV to paper forms. Only one High School did not indicate a communication by the press.
- 8 Exchange inside the partnership
  - 9 Formation by National Agency x %
  - 10 Self formation x %
- Most of the project holders did succeed to find by themselves trainings to do the project and enhance their professional skills

## Other indicators may be used to check the dissemination plan:

- IN1 the number of productions and publications dedicated to dissemination
- IN2 the frequency of publication of articles or content in the media of the project
- IN3 the frequency of exhibitions organised by teachers and students
- IN4 the intensity of cooperation with other schools or organisations
- IN5 frequency of relations with experts
- IN6 cooperation of parents
- IN7 frequency of information messages to parents
- IN8 the quality of relations with local councils, other public authorities public authorities
- IN9 importance of activities relating to local economic and cultural life
- IN10 frequency of articles about the school in the local press
- IN11 participation of the institution in radio or TV programmes (local or otherwise) (local or other)
- IN12 number of visitors to the Erasmus+ stand on open days
- IN13 success of partnership events
- IN14 intensity of relationships with local associations

### 3.2 WORKSHOPS

Indicators specially linked to each activities must be chosen (it must be definitively done during the R1 meeting by project holders)

FIND INSPIRATION IN THIS PAGE from a former partnership)

<http://nbepius.franceserv.eu/QC10.html>

### REMINDER FIRST THE “BASIC” SKILLS

Eight skills to be enhanced:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical Competence and Basic Science and Technology Skills
4. Digital Competence
5. Learning to learn
6. Social and civic skills
7. A spirit of initiative and enterprise and
8. Cultural sensitivity and expression

**WP1 is mainly related to 1+2+6 skills**

**WP2 is mainly related to 2+4+6+5 skills**

**WP3 is mainly related to 2+4+6+5 skills**

**WP4 is mainly related to 4+6+7+8 skills**

For the beneficiary

“THE ILARGIA LEAGUE”

affaire suivie par MM Vanderplancke et Magdau, Mme Zetea

Le Président, chef de projet (IC)

le 21 mars 2023

