

# Be.Bo.P

## JOURNAL OFFICIEL

compilations des notes adressées par le Chef de Projet, au nom de l'établissement coordinateur, à l'ensemble des personnes de contact.



### OFFICIAL MONITORING JOURNAL

compilations of notes sent by the Project Manager, on behalf of the coordinating establishment, to all contact persons.

*COMMON APPLICATION AND FIRST PEDAGOGIC PHASE*

# Be.Bo.P 1 (Be.yond.Bo.undaries: People)

06/03/23 INTERNATIONAL COORDINATION note

## BrainStorming in order to prepare a new KA2 partnership

### LETTER

Hello Dear friends.

I am afraid that the probabilities of a successful application to the European Union are quite low, as the conditions for creating a project under Key Action 2 have changed radically, whereas our initial plan was largely based on successful cooperative activities implemented in the past. Specifically with regard to the KA 220, the form has nothing to do with the one that was still in force two years ago. It is no longer a question of planning some mobilities and a final production, since the table in which the requirements were entered to obtain a figure for the necessary subsidies no longer exists.

From now on, management costs must be limited to 20% of the total, and mobilities should probably not (officially) weigh more in the total expenditure. The quality of the proposed innovation must be such that it can compete with the best in the field.

On the other hand, the project must be broken down into "work packages" and a lump sum must be allocated to each package. And all samples I found are focused on MOOC production!

Best regards

### INITIAL PLANNING

2023-2026		BE.BO.P		PLANNING DRAFTS		CESME ULUSOY / CLUJ / MONTIJO / BALDONE / ROMA / SAINT JEAN DE LUZ					
Nov 2023	Dec 2023	Janv 2024	Fev 2024	Mar 2024	Avr 2024	Ma 2024	Ju 2024	Jul 2024	Au 2024	Sept 2024	Oct 2024
BE.BO.P		R1 meeting		C1 travel							
		TR ?	1 ROADS, FRONTIERS AND BARBARES	FRANCE ?	(OLD DANCES)						
Nov 2024	Dec 2024	Janv 2025	Fev 2025	Mar 2025	Avr 2025	Ma 2025	Ju 2025	Jul 2025	Au 2025	Sept 2025	Oct 2025
C2 travel		C3 travel				R2 meeting					
ROMANIA		PORT	2 TRAVELS, EXCHANGES, MIGRATIONS		(ACTUAL DANCES AND FIRST CHOREGRAPHS)	ROMA					
Nov 2025	Dec 2025	Janv 2026	Fev 2026	Mar 2026	Avr 2026	Ma 2026	Ju 2026	Jul 2026	Au 2026	Sept 2026	Oct 2026
C4 travel				C5 travel		C6 travel					R3 meeting
TR ULUSOY ?			3 GLOBALIZATION, WORLD CITIZENSHIP	ITALY	(A COMMON BALLET)	LATVIA					FRANCE
											THE END
											OF BE.BO.P

### BASIS FOR THE DISTRIBUTION OF THE GRANT

We have decided to calculate the grant on the basis of a flat rate of €120,000; but we can ask for double that amount, if necessary - in fact, it will probably be necessary if we maintain the ambitions in terms of the number of mobilities stated at the outset. It means something like 40 000 € for each school (it depends of the dispatching of tasks).

### LEAD FOR A SCIENTIFIC APPROACH OF OUR THEME

Main teachers in the original team are more specialists of literacy and humanities but we probably need some colleagues to join us in order to realize a simulator/calculator inspired by the earth limits (a sphere). The idea is to create a simple tool for students use it in the future. Read more below (French then English version of the proposal) and tell me please if your school may be able to take part in... I think you need a mathematics professor!

FRENCH TEXT Projet BeBop :

Création d'une page internet. contenu de la page :

1) *La terre : quelques références mathématiques, physiques, historiques*

2) *Se repérer : Emplacements sur des images et sur une image animée du globe terrestre des différents*

*pays participants ( image gif)*

3) *Des calculs et des illustrations ( images gif):*

*( utilisation du langage informatique python)*

a) *Calculs d'aire et volume :*

*Création d'une fonction : Calcul du volume d'une sphère et de son aire en fonction du rayon et résultats correspondants pour la terre*

b) *Se positionner sur le globe à l'aide de la latitude et longitude :*

*Création d'une fonction qui à partir de la latitude et de la longitude grise le secteur correspondant sur une planisphere « en fil de fer »*

c) *Longitude, Les méridiens, Longueur des méridiens*

d) *Latitude, Parallèles, Longueur d'un parallèle*

*Création d'une fonction qui à partir de la latitude calcule la longueur du parallèle*

e) *Visualisation sur des images de la terre des notions ( images gif)*

ENGLISH TEXT Project BeBop:

Creation of a webpage. Page content:

1. The Earth: Some mathematical, physical, and historical references.

2. Finding your way: Locations of the participating countries on images and an animated image of the Earth (gif image).

3. Calculations and illustrations (gif images):

(using the Python programming language)

a) Creating a function: Calculation of the volume and surface area of a sphere based on its radius, and corresponding results for the Earth.

b) Locating oneself on the globe using latitude and longitude.

Creating a function that, based on latitude and longitude, shades the corresponding sector on a wireframe map.

c) Longitude, meridians, length of meridians.

d) Latitude, parallels, length of a parallel.

Creating a function that, based on longitude, calculate the length of the parralel

e) Visualization of concepts on Earth images (gif images).

# BeBoP2 (Be.yond.Bo.undaries: People)

22/05/23 second INTERNATIONAL COORDINATION note

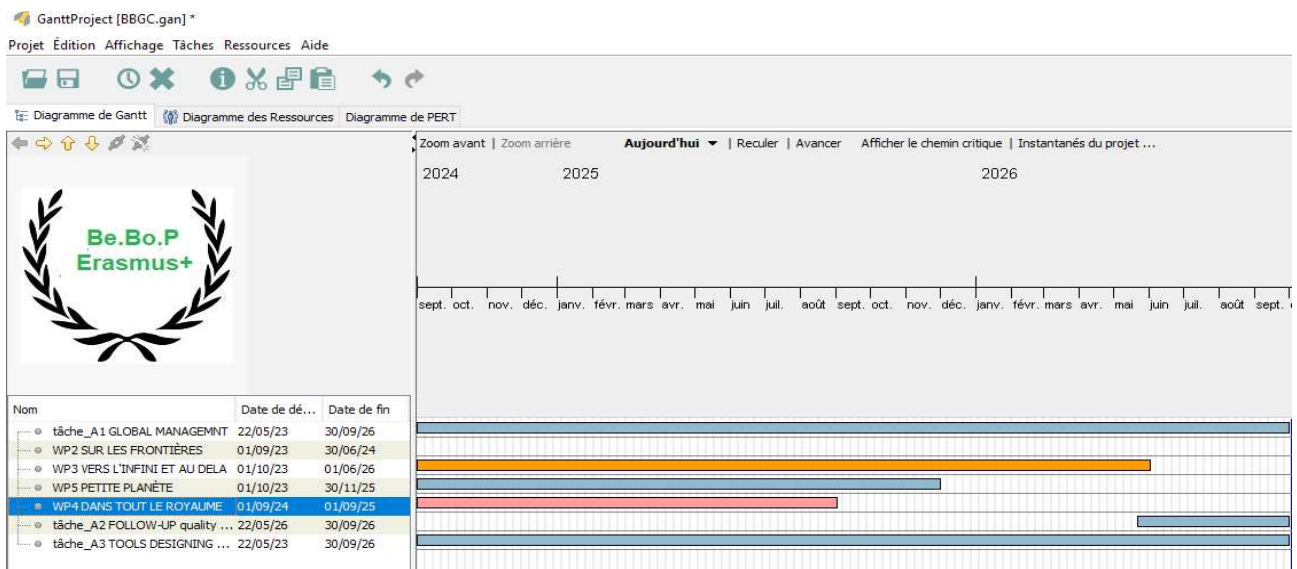
## BrainStorming about Gantt charts

Hello Dear friends.

After the videoconference implemented the 15<sup>th</sup> of may in order to meliorate our common applicant I am coming back to you to complete the Gantt Charts we'll may produce and quickly put online to enhance the quality of our planning. First, it means to make a presentation of nominal responsibilities of our project management (Work package 1, activities 1 to 3) and to name the people taking in charge the holding of the other work package (in each case, it is our intention to formally share the leadership between two countries, even if all the partners schools have to be involved in the process). I believe it's more simple in most of the case to make the local coodinators appearing as in charge of the main tasks but to let other teachers or staff members in a part of the secondary activities.



## GLOBAL GANTT CHART'S DRAFT



## A GRID TO COMPLETE

Please check the piece in attachement and change only if the organization is not good enough from your point of view). Then we hope we may give the names of the colleagues supposed to survey of every activity (and be the presumed responsible of the deadline's respect)

*Merci de vérifier que l'attribution proposée des différentes activités à un collègue nommément cité comme responsable de la supervision des tâches et du respect des délais dans chaque école vous satisfait, s'agissant de la gestion d'ensemble du projet (module WP1) et des quatre tâches principales (modules WP2 à 5). Sinon, modifiez la grille de répartition. Par ailleurs veuillez SVP désigner vous-mêmes les responsables de chaque activité fragmentaire.*

BEST REGARDS Vanderplancke Pierre-Laurent

# BeBoP3 (Be.yond.Bo.undaries: People)

10/06/23 Third INTERNATIONAL COORDINATION note

## BrainStorming about Gantt charts

Hello Dear friends.



First: thanks to your help, I was able to publish today some Gantt Charts giving the personal responsibilities appointed for any work package and I hope it's a good proof of our organisational capability (as it is a proof of your deep involvement)

You can find it in our coordination site (by Lycée Ravel):

THE GLOBAL GANTT CHART

<http://nbepius.franceserv.eu/BBmonitor3.html>

and TASKS DISPATCHING

<http://nbepius.franceserv.eu/BBmonitor4.html>

I am grateful for the enlistment of so many teachers in our work timeline.

Second: we'll stay mobilized in the worst case (I mean if the applicant is not accepted) and should do another plan for the following run if it's necessary, with some adjustments depending of what the evaluators will ask to us. A good way to show the strong links between partners is for you to join the eTwinning named SEE.SHORE clicking on the good picture [on this page of the NBE+ website.](#)

I know it's absolutely impossible to make a good use of the Twinspace by now (since only a gallery does exist but it is not even allowed to pt new pics in) but be connected in this programme is an opportunity to promote all sort of remote activities using the other (efficient) tools we can choose by ourself

## A LAST WARNING

*Some of you are already in, but not everybody: we founded in 2018 an international association of european teachers named ILARGIA LEAGUE. It will be a pleasure for us if you decide to become a member of the league or to renew your membership (5€/year). You are invited to take part remotely to the 6<sup>th</sup> General Assembly the 6<sup>th</sup> of June or to give a mandate in order the president may vote in your name (reminder: according to the ILARGIA LEAGUE rules: only the President and the Secretary can have an unlimited number of mandates / but one mandate is a maximum for the other members and -in any case- the mandated people must give the information to the President before the meeting day.*

<https://ilargialeague.blogspot.com/>

BEST REGARDS Vanderplancke Pierre-Laurent

# BeBoP4 (Be.yond.Bo.undaries: People)

06/10/2023 - Fourth INTERNATIONAL COORDINATION note

## Before the virtual meeting R1

Videoconference to be made the 14<sup>th</sup> of october from 10 am, French time, as fixed the 6<sup>th</sup> of September



Hello Dear friends.

Find below on this page the list of the main topics we are supposed to deal with, thanks to our brainstorming session. Please note the priority will be to definitively fix the dates for C1 and C2 study travels.

REMINDER

Use your browser to connect yourself to <https://8x8.vc/CONTINUUMRAVEL>

### **Timeline for events: C1 in Çesme and C2 in Baldone**

Due to the weak capabilities of the partners to organize the first travel in January, as it was originally planned, and because of the exams implemented in the hosting school, it seems the mobilities will be postponed a little later. Concerning the cooperative workshops to make together in Türkiye (travel C1) the Maritime High School just told me it was not possible to implement the meeting before the 12<sup>th</sup> of february. I ask you to check if 12-16 / 02 is convenient enough for all of you in order to announce the mobility to students and be able to select the participants. Other solutions mean delayment in March : 4-8 / 03 or after the 8<sup>th</sup> of March. As a direct impact on the school trip to Badone: probably it may be neces-sary to implement the second cooperative study travel (C2) in April (8-12 /04 ?) or in May. See the former timeline in the application: <https://nbepplus.franceserv.eu/BBmonitor2.html>

### **R1 remote transtional meeting: the Agenda**

1. MOBILITIES (cooperative study travel)  
Schedulling of C1 and C2 / Explanations about C2, C3 and C4 implementation  
Criteria for students selection, targeted group and mobility goals.  
Organizational constraints (accomodation, and so on)
2. GRANTS
3. FOLLOW UP AND JOB DISPATCHING
4. FREE QUESTIONS

Note the general videoconference is considered as the main part of R1 meeting and a way to celebrate online the #Erasmusdays / some conversations between one or two partners and the international coordinator may be added to solve specific questions.

# BeBoP5 (Be.yond.Bo.undaries: People)

14/10/2023 – Fifth INTERNATIONAL COORDINATION note

## After the virtual meeting R1

Videoconference was made the 14<sup>th</sup> of october from 10 am, French time and all the teams took part in...



Hello Dear friends.

Find below on this page the list of the main results of our morning brainstorming

### DISSEMINATION

In the Lycée Ravel's website devoted to the European projects the high school is coordinating

<https://legendplus.franceserv.eu/index.php/projet4/be-bo-p-transnational-meetings>

### **Timeline for events: C1 in Çesme and C2 in Baldone**

C1 was postponed to March, from the 4<sup>th</sup> to the 8<sup>th</sup> (3-9 with travel days) – C2 is now planned from the 8<sup>th</sup> to the 12<sup>th</sup> of April (7-13 with travel days) since we must avoid to organize too much activities at the end of the school year (due to exams)

### **A special Vademecum will be sent to you asap, about our tools for Quality Control and financial aspects**

MOBILITIES (cooperative study travel)

Criteria for students selection, targeted group and mobility goals.

Organizational constraints (accommodation, and so on)

GRANTS & FOLLOW UP AND JOB DISPATCHING

### **The next IC note's main issue is to be: C1 preparation**

REMINDER: Normally, the organizer plans 2 cultural trips (on 2 days dedicated to school tourism) and the last of the 5 working days is oftenly focused on protocolar activities (certificates of attendance) for the teams to take a rest and/or to be able to leave in the afternoon or in the evening (depending on available flights). Two rounds of schools inclusions are a normal objective.

*For C1: Ice breaker and dancing may be the programme of the 1<sup>st</sup> school day, presentations about borders by each school and a little filming training workshop could take place during the 2<sup>nd</sup> school day. But it's up to Çeme to define the priorities. As Turkish team is the scientific leader, a brainstorming about the work package WP3 is a good thing to do (some of the teachers leading this activity must be present / <https://nbepplus.franceserv.eu/BBmonitor4.html>). I forgot to ask you if you know our hymn <https://www.youtube.com/watch?v=T7YJoGXs2i8> It could be funny to make our pupils invent a sort of ballet on this song ?*

*I shall write the 6<sup>th</sup> International Note after the colleagues of Çesme have take decisions about the contents and tasks they are wishing us to implement together. Please check first if the dates we found (with difficulties) are available according to your boss, and begin the explanations to your accountant. Remember: theoretically the goal becomes to leave your school with a ten members team ; it means at the end of the project 50 people are supposed to have been in a study travel - as a minima (40 students and 10 teachers) but you can add sometimes more mobilities and target a higher level (not adding too much in the same mobility in order not to create problems for the organizer). You may also introduce some modulations (7 pax in a travel, 13 in another one).*

*I will ask you questions about the selection of participants. We plan to come to Çesme or to Baldone with our filming expert ; it could be also interesting for our accountant to take part a mobility if you can include yours too – let's think on it!*

## BEST REGARDS FROM FRANCE

Pierre-Laurent Vanderplancke

## PROGRESSION

Each mobility (and local support workshps implemented around) must increase in intensity from the beginning to the end, like in this planning grid

	DANCING WP5	FILMING WP4	SCIENCE WP3	FRONTIERS WP2
	Petite Planète	Dans tout le Royaume	Vers l'infini et au delà	Sur les Frontières
TR	Local dances and improvization	Training sessions	Brainstorming to fix the issues	Borders in History European frontiers
LV	Local dances and a little common production	First transnational productions of short movies	Dispatching of the tasks	Borders and conflicts Frontiers inside Europe
RO ?	Common dances	Second transnational productions of short movies	Hardwork Maths	Frontiers inside societies and countries
PT	Common dances and with external people	Documentary writing	Hardwork Maths and Physics	Migrations from Europe
IT ?	Ballet preparation	Documentary filming	Design (Making of the graphic chart..)	Migrations to Europe
FR	Ballet execution	Postproduction and presentation	Dissemination	Inclusion of results in the documentar



# BeBoP6 (Be.yond.Bo.undaries: People)

25/10/2023 – Sixth INTERNATIONAL COORDINATION note BB6

To introduce CP1 feedback – please answer before the end of November!



Hello Dear friends.

Find below and on the following pages more information about financial affairs in order to help you how the dispatching of funds was done. BEST REGARDS!

Three pages - WARNING: in attachment, CP1 Feedback

## 1. IN THE APPLICANT FORM

PETITE PLANÈTE F+RO	M5	32000 Cinq autres 29600 F 2400	voyage en France expert
SUR LES FRONTIÈRES F+PT	M4	56000 F 4500 PT 3500 Quatre autres 48000	expert écriture voyages au Portugal (et en Italie)
VERS L'INFINI ET AU DELA F+TR	M3	16000 F 3500 Cinq autres 12500	hébergement, design, charte graphique réalisation du site l'Univers connu
DANS TOUT LE ROYAUME LV+I	M2	124500 F 29000 PT 27500 Trois autres 51 000	trois voyages et échanges sur les frontières en distanciel trois voyages deux mobilités sortantes
GESTION	M5	21500 F 16500 Cinq autres 5000	suiti et support et des rencontres transnationales
TOTAL		250000	

Since the amounts mentioned are paid to the organizers of the task but no partner is presumed to act alone, this means that the host schools, for example, have money to finance the travel and expenses of the guests /visitors coming to their homes, according to this presentation in the official applicant form. Indeed, as everyone is supposed to participate in outgoing mobility to achieve certain cooperative mobility, a compensation system seems easy to implement. It is also specified in the reference document and for each "Work Package" (Module) that the subsidies are shared between "six schools" .

## 2. REAL NEEDS

### 2,1 Fund transfers

	F	T	PT	I	LV	RO
Danse	16000					16000
	29600 distribués aux visiteurs					
Documentaire	28000		28000			
	48000 distribués aux visiteurs (mobilités dédiées à l'écriture puis au tournage)					
Vulgarisation scientifique	8000	8000				
	2500 distribués à chaque collaborateur, plus 1000 à la France pour l'hébergement du site					
Études des frontières et des migrations	41500			41500	41500	
	fonds répartis en fonction des mobilités 29000 pour la France, 27500 au Portugal et 17000 pour les autres					
Gestion	21500					
	1000 pour l'administration du projet, transféré à chaque partenaire, 15500 conservés par la France pour le Contrôle Qualité et la pérennisation					

### 2,2 Final presentation

	F	T	PT	I	LV	RO		
Danse	2000	6000	6000	6000	6000	6000	32000	<b>32000</b>
Coopération délocalisée C6	400						<b>M5</b>	<b>32400</b>
Documentaire	4500	12000	3500	12000	12000	12000	56000	<b>56000</b>
Coopérations délocalisées C4 et C5		900	900	900	900	900	<b>M4</b>	<b>60500</b>
Vulgarisation scientifique	3500	2500	2500	2500	2500	2500	2500	<b>16000</b>
							M3	
Études des frontières et des migrations		29000	27500	17000	17000	17000	124500	<b>124500</b>
Coopérations délocalisées C1, C2 et C3							M2	
Gestion	16500	1000	1000	1000	1000	1000	21500	<b>21500</b>
	16100	100	100	100	100	100	M1	16600
	pour transfert éventuel vers d'autres postes et/ou frais liés au Suivi, et au dernier meeting transnational s'il est organisé en présentiel							
	55500	38500	40500	38500	38500	38500	250000	

**TOTAL SUM: €250,000 to spend (nearly €40,000 for each school / note the last transnational meeting can be held remotely or be made in concrete mode using part of the management funds given to the coordinator - if the remaining grants are sufficient).**

### 3. DEFINITIVE BUDGETS - Work Packages'budgets and Schools resources

These tools must be used to verify the effective implementation of the project (M4 was inflated from 56,000 to 60,500 in the final presentation above, including part of the funds which would have anyway been transferred from the management section)

		F	T	PT	I	LV	RO	
M5 Danse	32000	2000	6000	6000	6000	6000	6000	32000
M4 Documentaire	56000	4500	12000	3500	12000	12000	12000	56000
M3 Science	16000	3500	2500	2500	2500	2500	2500	16000
M2 Études	124500	29000	17000	27500	17000	17000	17000	124500
M1 Gestion	21500	16500	1000	1000	1000	1000	1000	21500
	250000	55500	38500	40500	38500	38500	38500	250000

	FR	ITA	LV	TR	RO	PT
M1 PM 21 500	16 500	1000	1000	1000	1000	1000
M2 WP2 124 500	29 000	17000	17000	17000	17000	27 500
M3 WP3 16 000	3500	2500	2500	2500	2500	2500
M4 WP4 56 000	4500	12000	12000	12000	12000	3500
M5 WP5 32 000	2000	6000	6000	6000	6000	6000
250 000	55 500	38 500	38 500	38 500	38 500	40 500



---

## Be.Bo.P +IC6

### FIRST CHECK POINT



*Objet : contrôle cadencé dans le cadre du suivi du projet 2023-1-FR01-KA220-SCH-000155528*

*Premier Point d'étape CP1 Octobre-Novembre 2023 (à l'issue de la réunion transnationale R1)*

**PUBLISHED IN THE FRAMEWORK OF THE FIRST  
TRANSNATIONAL MEETING R1 Summary**

1. *SUIVI PÉDAGOGIQUE ET IMPLANTATION DES TÂCHES FOLLOW UP (pages 1-2)*
2. *OUTILS DE SUIVI TOOLS DESIGNED FOR QUALITY CONTROL (pages 2-4)*
3. *GESTION FINANCIÈRE GRANTS MANAGEMENT (page 5)*
4. *RETOUR D'INFORMATION FEEDBACK (page 6)*
5. **VADE MECUM (goals and chart, work packages, selection of beneficiaries, indicators)**

#### October-November 2024 CP1

##### 1. SUIVI DES TÂCHES

*La plupart des partenaires ont initié quelques activités locales mais les premiers travaux conjoints n'ont été entrepris qu'à la faveur des #Erasmusdays (sous la forme de visioconférences) TASK TRACKING*

*Most of the partners initiated some local activities but the first joint work was only undertaken thanks to #Erasmusdays (in the form of video conferences)*

## NOTA BENE :

*Des ateliers d'appui au projet développés en France seront cités à titre d'illustration dans les exemples d'utilisation de certains outils de gestion présentés lors des échanges durant R1. Combien que la production de tels documents puissent apparaître comme relevant d'une bureaucratie inutile on attend de chaque école-partenaire qu'elle imite le procédé pour rendre compte d'éventuelles activités mises en œuvre entre septembre et le 15 novembre.*

Some of the project support workshops developed in France will be cited by way of illustration in the examples of use of certain management tools presented during discussions during R1. Although the production of such documents may appear to be an unnecessary bureaucracy, each partner school is expected to imitate the process to report on any activities implemented between September and November 15.

## RAPPEL / REMINDER

### CALENDRIER DES POINTS DE CONTRÔLE CADENCÉS

*Huit moments sont prévus pour échanger sur une base déclarative, chaque partenaire devant rendre compte au coordinateur international afin d'alimenter les rapports de celui-ci à l'Agence Erasmus+ sur ce qu'il a fait (et même : des dépenses effectuées).*

### TIMELINE OF TIMES CHECK POINTS

Eight moments are planned to exchange on a declarative basis, each partner having to report to the international coordinator in order to provide the latter's reports to the Erasmus+ Agency with what they have done (and even: the expenses incurred).

SEE MORE IN NBE+

<https://nbepius.franceserv.eu/BBmonitor3.html>

## 2. et 3. OUTILS DE SUIVI DE LA QUALITÉ

*A chaque fois qu'un retour d'information vous sera demandé vous aurez quelques semaines pour communiquer sur les ateliers d'appui implantés localement et les frais engagés (ceci sur une base forfaitaire et sans avoir de justificatifs à fournir).*

*Pour vous aider, nous vous suggérons d'employer les outils présentés ci-après ; nous pourrions les améliorer ensemble si, à l'usage, leur emploi semble délicat.*

Each time you are asked for feedback, you will have a few weeks to communicate about the support workshops established locally and the costs incurred (this on a flat rate basis and without having to provide any document as a proof).

To help you, we suggest you use the tools presented below; we can improve them together if, in use, their use seems difficult.

Please find on the following pages:

ACTIVITY REPORT SHEET

FINANCIAL SURVEY SHEET

Models designed by the "Beautiful Family" (the NOAH community)

---

Une méthode et des outils pour des projets **Novateurs**, **Ouverts**, **Agiles** et **Humanistes**





<https://erasmusplusanimals.franceserv.eu/>

activity report sheet – model

I.1.3 AN EMPTY TABLE AS A MODEL

*Le tableau à présenter et faire remplir aux professeurs par le(s) porteurs de projet*

<p><b>W/TCA Nr :</b></p> <p><b>Activity and Work package :</b></p> <p><i>to be completed by the international coordinator</i></p>	<p>NAME OF THE SCHOOL</p>  <p>LOCAL SUPPORT WORKSHOP </p> <p>or TRANSNATIONAL COOPERATIVE ACTIVITY </p> <p>Title :</p>
<p>TARGETED GROUP</p>	
<p>TEACHERS</p> <p>(PEDAGOGIC RESPONSABILITIES)</p>	
<p>GOALS</p>	
<p>CONCRETE TASKS / MODALITIES</p>	
<p>WHEN?</p>	
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	
<p>OUTPUTS</p>	
<p>DISSEMINATION</p>	
<p>COMMENTS</p>	

activity report sheet – example 1 (a local Workshop)

<p>W FR2</p> <p>Activity A10.1</p> <p>Work Package : M4</p> <p>DANS TOUT LE ROYAUME</p>	<p>NAME OF THE SCHOOL :</p> <p>Lycée Maurice Ravel</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p>LOCAL SUPPORT WORKSHOP</p> <p>« <b>Rencontre avec un Journaliste</b> » - <b>Meeting with Mr Fabien Jans</b></p>
TARGETED GROUP	<p>SECONDE ECLA (<i>noyau dur des élèves constituant le groupe-cible</i>)</p> <p>Main target audience among students expected to participate in the project.</p>
TEACHERS (PEDAGOGIC RESPONSABILITIES)	Séverine Augé, Pierre-Laurent Vanderplancke
GOALS	Have the students question a professional journalist about his profession and his methods (in order to prepare the investigations that the students are allowed to carry out) and launch a debate on the treatment of migration in the media.
CONCRETE TASKS / MODALITIES	Mr Fabien Jans comes to the class for a whole hour, introduces himself and answers the questions (prepared in advance by the class).
WHEN?	October 13, 2023
WHAT FOR ? (IMPACT : CHANGES)	Activity implemented on the occasion of the #Erasmusdays to raise awareness of the ERASMUS+ program and to raise awareness among Be.Bo.P partnership beneficiaries ; The enthusiasm of the learners was stimulated and both the speaker and the students appreciated the quality of the debate: the notoriety of the ERASMUS+ "brand" and of the Beyond Bondaries project have greatly increased in the establishment, but unfortunately no article was published in the local newspaper.
OUTPUTS	A report was produced by pupils of Secondes to the attention of students of Premières and used for propaganda purposes (see the following box).
DISSEMINATION	<a href="#">A post was published in LegendE+</a> (wich is the website designed for the dissemination of the european cooperative projects held by Lycée Ravel) and <a href="#">in the NBE+ blog</a> made for project holders..
COMMENTS	This was the second of two local support workshops implemented by the French team during the #Erasmusdays celebration from the 9 <sup>th</sup> to the 14 <sup>th</sup> of october. Aims of C1 and C2 mobilities were succesfully communicated to learners thanks to these support workshops.

activity report sheet – exemple 2 (an international Workshop - TCA)

<p>TCA2 - Activity A4</p> <p>Work Package : M2</p> <p>SUR LES</p> <p>FRONTIÈRES</p>	<p>NAME OF THE SCHOOLS</p> <p>Lycée Maurice Ravel + Colegiul economic « Iulian Pop »</p> <p>TRANSNATIONAL COOPERATIVE ACTIVITY <input checked="" type="checkbox"/></p> <p><b>Échange interscolaire sur les frontières en Europe (de 1815 à aujourd'hui) - Borders from Napoléon to Mondialization times</b></p>
<p>TARGETED GROUP</p>	<p>PREMIÈRES OIB IN FRANCE (students who are part of the transgenerational reinforcements who can be mobilized in support of the main target group) IN ROMANIA: 12B speciality Accountance</p>
<p>TEACHERS</p> <p>(PEDAGOGIC RESPONSABILITIES)</p>	<p>Pierre-Laurent Vanderplancke</p> <p>Ramona Zetea and Monica Gurgiuman</p>
<p>GOALS</p>	<p>Create the opportunity for a first online meeting between French and Romanian high school students expected to participate in the partnership by taking advantage of the inclusion in their History, Geography and Languages classes of themes to be covered within the framework of the project.</p>
<p>CONCRETE TASKS / MODALITIES</p>	<p>A videoconference was implemented at 9.30 am on Wednesday.</p>
<p>WHEN?</p>	<p>October 12, 2023</p>
<p>WHAT FOR ? (IMPACT : CHANGES)</p>	<p>The activity took place on the sidelines of the first transnational R1 meeting and the celebration of #Erasmusdays 2023. The participants understood that European partnerships are based on significant collaborative work partly carried out remotely and most often within the framework of academic programs.</p>
<p>OUTPUTS</p>	<p>Slides and pics were shared and pupils presented sort of little lectures each others.</p>
<p>DISSEMINATION</p>	<p><a href="#">A report of this event was edited in the NBE+ website</a> made for the participants and project holders as also <a href="#">in the dissemination portal</a> named LegendE+</p>
<p>COMMENTS</p>	<p>This was the first of the three videoconferences we planned to do during the #Erasmusdays celebration from the 9<sup>th</sup> to the 14<sup>th</sup> of october. The aim to make all partners be involved was successfully reached.</p>



financial survey sheet – model

1. REMINDER ABOUT THE EUROPEAN FUNDS

Amounts we asked for in the common application form:							Schedule:
	FR	ITA	LV	TR	RO	PT	<p>After the contract was signed between the international coordinator and the Agency</p> <p>(in October 2023) a first part of the european funds was sent to Lycée Ravel / 100 000 €.</p> <p>After the subcontracts between the coordinator and the school partners will be established (it must be done current November) each school will have 2/5 of the total sums that was promised to them / 15 400 € for ITA, LV, TR, and RO / 16 200 € for PT ; The second part will be paid after the progress report is finished and approved (not still clear when we must do it). Last 20% given after the final report</p>
M1 PM 21 500	16 500	1000	1000	1000	1000	1000	
M2 WP2 124 500	29 000	17000	17000	17000	17000	27 500	
M3 WP3 16 000	3500	2500	2500	2500	2500	2500	
M4 WP4 56 000	4500	12000	12000	12000	12000	3500	
M5 WP5 32 000	2000	6000	6000	6000	6000	6000	
250 000	55 500	38 500	38 500	38 500	38 500	40 500	

2. GRID TO BE COMPLETED BY EACH TEAM probably not before CP2 for most of the partners

CP n° 1	HIGH SCHOOL : Lycée Ravel	comments
Spends for M1 management		
Spends for M2 learning sessions		
Spends for M3 (science) deliverables		
Spends for M4 main intellectual output : a documentary film		
Spends for M5 dance trainings and performance		
TOTAL OF ENGAGEMENTS		Date : 20/11/2023

# FEEDBACK CP1

rétrocontrôle Qualité NOVEMBRE 2023

Be.Bo.P 2023-1-FR01-KA220-SCH-000155528

## CHECK UP LIST

1. Merci d'avance de bien vouloir utiliser le(s) fiche(s)-modèle(s) jointes (pages 3 et/ou 6) au cas où vous auriez déjà commencé la mise en œuvre du projet, malgré l'absence de subvention. Si vous avez fait des dépenses, il ne s'agit que de les déclarer et si possible de les attribuer à l'un des cinq modules du partenariat (des changements d'affectation seront possibles a posteriori, si cela s'avère nécessaire).

2. Avez-vous déjà mis en ligne des productions ou des témoignages concernant le partenariat ?

OUI NON

3. Avez-vous publié l'annonce du lancement du projet sur le site de votre école secondaire ?

OUI NON

4. Pensez-vous pouvoir le faire ou le refaire facilement ou croyez-vous que des difficultés techniques ou interpersonnelles pourraient vous empêcher de communiquer facilement par l'intermédiaire du website ?

OUI NON

AUTRE : précisez

5. Avez-vous informé de l'existence du projet Be.Bo.P la communauté scolaire ?

OUI NON

6. Si vous avez répondu « oui » à la question précédente, cochez la ou les meilleure(s) proposition(s)

Vous avez informé les élèves, mais seulement ceux qui vont participer à des mobilités

Vous avez informé un grand nombre d'apprenants, au delà du seul groupe-cible au sens strict

Vous avez informé les familles par courrier ou par internet

Vous avez organisé une réunion d'information pour les parents en présentiel

Vous avez informé tous les personnels

Seule l'équipe de Direction a été informée pour l'instant

7. Avez-vous commencé à traiter de l'un de ces sujets ou envisagé vous de le faire d'ici peu de temps ? Dans ce cas, souhaitez-vous proposer une activité préparatoire en vue des mobilités de coopération (voyages d'étude) prévus à Çesme et/ou à Baldone (sous réserve du consentement des organisateurs)?

DANS CE CAS, PRÉCISEZ

A7 mesurer le périmètre, la surface et/ou le volume de la Terre dans un site web de vulgarisation scientifique montrant comment les limites de notre connaissance du monde ont été repoussées (TR+FR) A4 Qu'est-ce qu'une frontière (Histoire, Géographie, éducation civique..à (LV) A5 Méditerranée, Mare Nostrum ou Limes (les frontières extérieures de l'Europe)

FIND HERE ONLY THE FRENCH TEXT / [PLEASE FILL THE QUESTIONNAIRE ONLINE](https://forms.office.com/r/wJ73v7QACx) IN ORDER TO MAKE EASY YOUR ANSWERS  
<https://forms.office.com/r/wJ73v7QACx>

Be.Bo.P 2023-1-FR01-KA220-SCH-000155528

SELECTION OF BENEFICIARIES / FRENCH TEXT / PLEASE FIND THE ENGLISH VERSION ONLINE

## LA STRATÉGIE DU LYCÉE RAVEL

### Délimitations a priori

Notre groupe-cible est constitué autour d'un noyau dur d'élèves entrant au lycée en 2023 et que nous suivrons pendant trois ans, tous latinistes (élèves de Séverine inscrit en Seconde ECLA, âgés de 15 à 16 ans et qui ont vocation à faire au moins une des mobilités ; ils ne sont qu'une dizaine).

Dans notre groupe-cible élargi, on trouvera des élèves qui ne sont pas tous censés participer aux voyages d'études mais qui vont aider leurs camarades à la réalisation des activités : en priorité, il s'agira d'élèves de la même génération ou de la même section ECLA (latin-grec) ou encore de lycéen.ne.s un peu plus âgé.e.s. issu.e.s de la spécialité d'Histoire voire de celle de Philosophie (enseignements qui permettent d'insérer dans leur programme l'étude des frontières et dont les élèves seront par ailleurs amenés à réfléchir à la Citoyenneté dans un cadre européen distinct du partenariat Be.Bo.P).

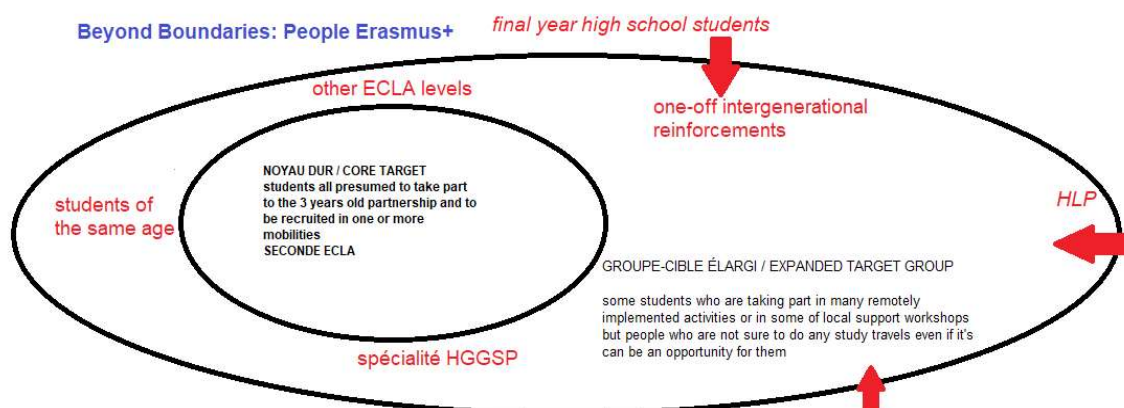
Enfin, des renforts intergénérationnels sont prévus au coup par coup

### Sélection

Intérêt, bonne volonté et application, sinon dans le travail scolaire, au moins dans les ateliers en lien avec le projet. Le choix des élèves sera lié au cahier des charges de chaque mobilité de coopération. S'agissant de C1 en Turquie, il est prévu que chaque pays présente une danse locale à ses partenaires, deux jeunes filles de Terminales sont donc pressenties qui apprendront une danse basque aux autres participants

### VOTRE STRATÉGIE ?

Il est évident qu chaque partenaire peut adapter sa tactique de recrutement à sa situation particulière mais qu'il faut définir un plan en amont. Merci de nous donner le vôtre.



## VADE ME CUM

### Be.Bo.P ERASMUS+ partnership 2023-2026

Comment le développement des échanges, les découvertes et l'effacement des frontières peuvent-elles unifier l'Humanité et l'aider à briser toutes ses limitations pour trouver des solutions durables et bâtir un monde meilleur ?

## 2023-1-FR01-KA220-SCH-000155528 Partenariat innovant / Enseignement Scolaire

Innovative partnership / School education

VMC 1-8

How can the development of exchanges, discoveries and the erasure of borders unify Humanity and help it break through all its limitations to find lasting solutions and build a better world?

**Following contents were already shared in the Roadbook Form(Chart of the project) an/or published online in NBE+**

### I - COMMUNICATION / MEDIA

le Journal Officiel du Partenariat en ligne

[le BLOG NBE+](https://nbepius.blogspot.com/) <https://nbepius.blogspot.com/>

made for project holders in order to coordinate the tasks and and to keep track of exchanges as part of Quality Control Monitoring...

le website des participants

[le SITE NBE+](https://ilargia.franceserv.eu/) <https://ilargia.franceserv.eu/>

designed by the International Coordinator in order to be used as the background of european cooperative projects held by Lycée Ravel ; contents are mainly made for both learners and teachers in France but can be open to all the beneficiaries (especially the mobilities reports).

Le [groupe Facebook](https://www.facebook.com/groups/nbeplus) des amis de Notre Bureau Européen : <https://www.facebook.com/groups/nbeplus> a social media used by adults and learners involved in Be.Bo.P to present their results and exchange some pics (it is also done by What's app on a smaller scale)

[LegendE+](https://legendplus.franceserv.eu/) <https://legendplus.franceserv.eu/>

for the large public dissemination of the best outcomes and outputs (website putted online by Lycée Ravel for the propaganda in support of all the European cooperative actions implemented from 2021 to 2027).

**VADE ME CUM****II - PRIORITIES***L'ambition de la candidature*

The purpose is for the Lycée Ravel to initiate a cooperation project between secondary schools in order to improve the effectiveness of its teaching and to prepare itself for future innovative partnerships involving actors of a different nature. The aim is therefore twofold: to strengthen the management and adaptation capacities of the secondary schools involved, and to maintain and accelerate a proven transnational dynamic.

*Notre dessein*

Our first goal is to prepare the partners for new sort of collaborations made in the future with some NGO, external actors as public structures and territorial entities, in conformity with the new principles the European Commission is now promoting. It is also a question of improving the abilities of the schools to have a more inclusive approach focusing on european values, prevention of discrimination and dissemination of basic skills, in order to adapt to the Key Action 2 objectives and modalities.

*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 some civic and geostrategic challenges through a transnational project focused on empathy and based on a proven transdisciplinary logic and management approach.

*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 limitations and borders and the ways to overcome or erase its, opening minds of learners in the same time globalization make new global issues are surging.

SES BUTS (Objectifs généraux)

SES OBJECTIFS SPÉCIFIQUES

SA DÉCOUPE EN SOUS-PROJETS

Les activités

**1. Concevoir, implanter et gérer un partenariat efficace et convivial (beau, soutenable, inclusif) : veiller à sa qualité, en lien direct avec les priorités n°1 et n°2 en pratiquant un suivi régulier des activités comprenant des phases de concertation**

MODULE 1

– GESTION

*1.1 Assurer le contrôle qualité du projet "au fil de l'eau" pour veiller au renforcement de l'autonomie et des talents des apprenants et améliorer la qualité et la portée des pratiques pédagogiques (thématique T3 "compétences clés") en veillant à ajuster au besoin les stratégies pour maintenir la cohésion*

*1,2 Coordonner et superviser l'implantation du programme et l'utilisation des fonds mobilisés*

*1,3 Produire des outils de gestion et faire produire des supports pédagogiques et des solutions didactiques réutilisables"*

A1/A2/A3

**2. Étudier le dépassement des frontières de toute nature et des limites de la connaissance, dans une approche historique et transversale : donc se rapporter à une vision globale (priorité n°3) combinant apprentissages pratiques, interdisciplinaires et covariants, dans un contexte international**

MODULE 2 – SUR LES FRONTIÈRES

MODULE 3 – VERS L'INFINI ET AU DELÀ?

*2.1 Définir la frontière territoriale et son évolution dans le temps (thématique T1)*

*2.2 Étudier le dépassement de toutes les autres frontières et mesurer la conséquence de ces progrès et/ou transgressions (thématiques T2 et T3)*

*2.3 Produire un site de vulgarisation scientifique sur l'appréhension du monde, le connu et l'inconnu (thématique T2)*

A4/A5/A6 - A7./A8/A9

**3. Appréhender les différentes sortes de migrations et d'échange et envisager le nouveau rôle des frontières dans l'espace mondialisé ; produire un film documentaire, tenir compte "des réfugiés climatiques"**

MODULE 4 – DANS TOUT LE ROYAUME

*3.1 Enquêter sur les frontières et réaliser des reportages (priorité n°3)*

*3,2 Écrire un film documentaire retraçant les voyages des élèves et leurs rencontres autour des migrations (priorité n°3)*

*3,3 Tourner, produire et diffuser le film (thématique T2)*

A10/A11/A12

**4. Bâtir un projet culturel commun entre six écoles secondaires européennes pour que le pont transdisciplinaire reliant sciences, sensibilité littéraire et cinéma débouche, par la danse, sur l'épanouissement des participants (stratégie du "New European Bauhaus")**

MODULE 5 – DANSER SUR UNE PETITE

PLANÈTE

*4.1 Enquêter sur les danses locales et/ou anciennes, les faire connaître (P2)*

*4,2 Danser ensemble (P1, P2)*

*4.3 Concevoir et exécuter un spectacle transnational chorégraphié*

A13/A14/A15

PRIORITÉ 2 : inclusion et diversité dans tous les domaines de l'éducation : PRIORITÉ 3 promouvoir une approche globale des enseignements ; thématiques T1 identités et valeurs européennes T2 prévention du racisme.. T3 compétences clés

## english translation

### FIRST GOAL

#### MODULE 1 WP1 MANAGEMENT

**I -Design, implement and manage an inclusive and user-friendly transnational partnership (beautiful, sustainable and inclusive): ensure its quality, directly linked to priorities 1 and 2, through regular monitoring of activities including consultation phases)**

- 1.1 Ensure quality control of the project to ensure that the autonomy and talents of the learners are strengthened and that the quality and scope of the pedagogical practices are improved, by adjusting the strategies as necessary to maintain the cohesion of the teams and the relevance of the actions
- 1.2 Coordinate and supervise in real time the implementation of the programme and the use of the grants
- 1.3 Produce management tools and arrange for the production of reusable teaching aids and didactic solutions, by promoting sustainable working methods

### SECOND GOAL

#### MODULE 2 WP2 (“Sur les Frontières” – Training sessions)

**II - Study the crossing of borders of all kinds and the limits of knowledge, in a historical and transversal approach: therefore, relate to a global vision (priority n°2) combining practical, interdisciplinary and covariant learning, in an international context**

- 2.1 Define the territorial border and its evolution over time T1
- 2.2 Study the overcoming of all other borders and measure the consequence of these **advances and/or transgressions T1-T2**

#### MODULE 3 WP3 (« Vers l'infini et au delà » - Science deliverables)

- 2.3 Produce a popular science website on the understanding of the world, the known and the unknown T2

### THIRD GOAL (main intellectual output)

#### MODULE 4 WP4 (“Dans tout le Royaume” - Production of a documentary)

**III - Understanding different kinds of migration and exchange and considering the new role of borders in the globalised world; producing a documentary film, considering "climate refugees**

- 3.1 Investigate and report on borders (priority 3)
- 3.2 Write a documentary film about the students' travels and encounters with migration (priority 3)
- 3.3 Shoot, produce and distribute the film  
(theme T2)

### FOURTH GOAL

**IV - Building a common cultural project between six European secondary schools so that the transdisciplinary bridge between science, literary sensibility and cinema leads, through dance, to the development of the participants (strategy of the "New European Bauhaus")**

- 4.1 Investigating and disseminating local and/or ancient dances (P2)
- 4.2 Dancing together (P1, P2)
- 4.3 Design and perform a choreographed transnational performance

**IV – structure / DIVISION OF TASKS**

1. Logique interne du partenariat LOGICAL FRAMEWORK 1.1 organigramme des tâches (ODT) WORK BREAKDOWN STRUCTURE (WBS)	
<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  ESCOMPTEÉS</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)



## VADE ME CUM

### V – PROJECT MANAGEMENT

An empiric auto evaluation will 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 efficiency 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

## **VI – IMPACTS WE ARE LOOKING FOR: MELIORATE 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

**WP2 is mainly related to 1+2+5 skills**

**WP3 is mainly related to 3+4+8 skills**

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

**WP5 is mainly related to 2+7+8 skills**

## **VII - DISSEMINATION PLANNING**

Launch / announced in June by the beneficiary in the framework of the transnational meeting R4 implemented for the QUINTESSENCE partnership (in France but not only, since it was made across the frontiers: part of activities done in Getaria) following an intersectoral method. / resumed during #Erasmusdays 2023 since the partnership was selected

Advertising / Winter 2024-2025 / major multiplier events during planned mobilities (ERASMUS MOB 2024)

Festive conclusion in Winter 2025: presentation of the final outputs (science website, dancing performance, documentary).

VIII – GANTT CHART

HUMAN RESOURCES and RESPONSIBILITIES

Phase 1 / first school year <i>Learnings and Methods</i>												Phase 2 / second school year <i>Methods and Production</i>														
2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.		13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.			
VANDERPLANCKE WP1 (A1 + A2 + A3) SORRIENTE, MEZINIECE, ZETEA, ACIR, MARTINS												VANDERPLANCKE WP1 (A1 + A2 + A3) SORRIENTE, MEZINIECE, ZETEA, ACIR, MARTINS														
A2	A1 Augé							A3					A3 Puyjalon				A3	A1 Augé				A3				
MEZINIECE - SORIENTE WP2 / A4 Vozzi, Karelsons, Giurgiuman, Cetindemir, Rodrigues												SORIENTE - MEZINIECE WP2 / A6 Votti, Karelsons, Giurgiuman, Cetindemir, Leitões														
PACHOLCZYK - NAVAK WP3 / A7 Vozzi, Fogele, Sima, Amaral												PACHOLCZYK- NAVAK WP3 / A8 Harismendy, Kauzena, Schiop, Çiçek, Güngör, Coehlo														
PUYJALON - MARTINS WP4 / A11+A10 Sorriente, Vinogradova, Zetea, Güngör, Varela, Coehlo												PUYJALON - MARTINS WP4 / A11+A10														
																PUYJALON - MARTINS WP4 / A12 Fabrics										
												AUGÉ - GIURGIUMAN WP5 / A14.1+A14.2 Sorriente, Putrina, Zetea, Bahar, Çiçek, Leitões														
R1			C1			C2			R2					C3	C4	R3			C5	R4						
Phase 3 / third school year <i>Sustainable dissemination</i>																										
25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.		35.	Le chef de projet (P-L Vanderplancke) conserve en tant que coordinateur international pour le compte du bénéficiaire (Le lycée Maurice Ravel) la responsabilité éminente de la mise en place de chacun des modules de travail ; de même, les personnes de contact assumant le rôle de coordinateurs locaux dans les écoles partenaires sont co-responsables de l'ensemble des tâches qu'elles ont déléguées.													
VANDERPLANCKE WP1 (A1 + A2 + A3) SORRIENTE, MEZINIECE, ZETEA, ACIR, MARTINS																										
A1 Augé			A2	A2 Lorandel					A2 + A3						The project manager (P-L Vanderplancke) retains as international coordinator on behalf of the beneficiary (lycée Maurice Ravel) the eminent responsibility for the implementation of each of the work packages; similarly, the contact persons assuming the role of local coordinators in the partner schools are jointly responsible for all the tasks they have delegated.											
PACHOLCZYK- NAVAK WP3 / A9 Salvucci, Kauzena, Zetea, Cetindemir, Martins																										
WP5 / A14.3 AUGÉ - LALLEMAND																										
		C6	R5							R6																

REMINDER: [TIMELINE IS AVAILABLE](https://nbplus.franceserv.eu/BBmonitor3.html) IN THE NBE+ WEBSITE <https://nbplus.franceserv.eu/BBmonitor3.html> AND [THE DETAILED CHART ALSO](https://nbplus.franceserv.eu/BBmonitor4.htm) <https://nbplus.franceserv.eu/BBmonitor4.htm> WITH THE NAME OF PROJECT HOLDERS INCHARGE OF EACH TASK IN ALL THE PARTNER SCHOOLS

# BeBoP7 (Be.yond.Bo.undaries: People)

14/11/2023 – Seventh INTERNATIONAL COORDINATION note BB7

## A conclusive point after CP1 and feedback



Hello Dear Friends.

Hoping the best for you and your families I am now waiting for you to send your BANK DETAILS in order to give your school asap the forms to be completed to let us dispatch the european funds given to support Be.Bo.P. First, I must ask you to make your headmaster/headmistress sign as soon as possible your convention (subcontract) and give it back in order the French High School to pay you the grants you need to begin the implementation of our common projects. Second, have a look please on the topics the Cooperative exchanges C1 and C2 are presumed to be centered on (especially our hosts: Turkish then Latvian teams)

<https://legendplus.franceserv.eu/index.php/projet4/voyages-des-apprenants-be-bo-p-outing-cooperative-mobilities> If the agenda for C1 and C2 events is not good

enough, organizers may have to tell us. But local teams stay totally free to meliorate the plan and to make any change they want. Always about the subject of mobilities: you know that the evaluation report made by the Erasmus+ Agency asked us to try to increase the number of participants (pupils) in the mobilities and I wrote you the highest target could be putted to 10 people by mobility (no more to avoid to be too numerous in the meeting). Anyway, you have not an extensive budget to do that and it is not sure if it is a so good idea everybody use to automatically plan to involve in each school travels 10 students (for accomodation, busing and so on it will be a mess). I think we can stay most of the time at the mimimum level taking only 5/6 pupils and having 2 teachers who shall come in order to take care of them (in conformity of the applicant form). However, in our case, it is a bit special: we wish to take more participants in the first mobilities (probably 9/10 pupils, and 3 adults in C1 but 4 in C2): our video expert is to take part in C2, then in C4 and C5, and concerning the staff: the french teacher acting as the science project's leader shall go to Cesme, as the accountant, too - and the teacher in charge of the movie making will take part in the study travel to Latvia.

### I - ERASMUSDAYS FOLLOWING

We'll do a videoconference the 27<sup>th</sup> of november (wednesday) at 10:30 am (French Time) about frontiers. I think we can share earlier some slides or a video made by our students (possible topics: natural or political frontiers and seas) in order the students may ask questions each other and begin a debate. Normally two students in the french school must do something about China and the new maritime frontiers in south eastern Asia, cause it was in the academic cursus and they thought on it. Not a problem if your topic is different enough compared to our proposals: but it must be connected to seas. Latvia may join this workshop (other countries were already producers in link with other videoconferences made in october) ?

### II – DEBRIEFING CHECK POINTS

I believe we must see each mobility as an opportunity to implement a parallel workshop devoted to our Quality Control process. In this perspective C1 may be useful to talk about money among other things (so if your accountant is not present, see with him/her and your boss all the questions they'd like to ask - about financement or other issues). You'll find in attachment the CP1 results after the Feedback process is achieved. In addition to the remarks included in the precited file, I must indicate you another wish expressed by the Agency which would like to see us "specify how learners with fewer opportunities will be integrated (or even migrants in the establishments where they are present)".

BEST REGARDS, Pierre-Laurent Vanderplancke



---

# Be.Bo.P +IC7

## CP1 FEEDBACK - RESULTS



*Objet : contrôle cadencé dans le cadre du suivi du projet 2023-1-FR01-KA220-SCH-000155528*

*Bilan du point d'étape CP1 Octobre-Novembre 2023 (après les échanges entre le Coordinateur et les partenaires et l'organisation de notre première réunion transnationale R1)*

**Subject: timed control as part of project monitoring 2023-1-FR01-KA220-SCH-000155528**

**Assessment of the CP1 progress point October-November 2023 (after the exchanges between the Coordinator and the partners and the organization of our first transnational meeting R1) [Be.Bo.P 2023-1-FR01-KA220-SCH-000155528](#)**

*Sommaire / SUMMARY p1*

*Amélioration du projet / IMPROVEMENT POINT pp2-5*

*Retour sur les outils / TOOLS FEEDBACK p6-7*

*Retour sur le suivi des tâches / TASKS FEEDBACK p-7*

*Retour sur le Contrôle Qualité / FOLLOW UP FEEDBACK pp8*

**TRANSNATIONAL MEETING R1 DEBRIEF :**

**LETTRE DU CHEF DE PROJET / LETTER FROM THE PROJECT MANAGER**

*Notre dossier de candidature a été bien reçu (note 89/100) mais le rapport d'évaluation qui nous a été transmis comporte quelques commentaires sur des défauts mineurs, et des encouragements à*

*améliorer certains aspects. C'est tout justement l'enjeu principal de notre processus de suivi que d'ajuster la mise en oeuvre du partenariat pour en améliorer la pertinence et l'efficacité : il ne s'agit pas de produire une vaine bureaucratie. Aussi avons-nous répondu aux principales remarques formulées par l'Agence Erasmus+, ce qui est résumé par la note de synthèse suivante, en même temps que je l'interroge sur la possibilité (ou non) de mettre en place un séminaire à Prague à l'été 2026 et demande des précisions à propos des dates-butoirs mentionnées dans la convention financière (date du rapport intermédiaire dont l'approbation conditionnera le versement de la part complémentaire de notre subvention). Vous trouverez aussi dans les pages suivantes un exemple de complétion de la grille budgétaire (il est normal que vous n'avez pas encore effectué de dépenses à ce stade comme, probablement, vous n'avez pas eu l'occasion d'implanter des ateliers d'appui au tout début de l'année scolaire). Je vous transmets aussi le résumé de vos retours après le premier point de contrôle (questionnaire rétro-actif fait en ligne)*

**Our application file was well received (score 89/100) but the evaluation report sent to us includes some comments on minor defects, and encouragement to improve certain aspects. It is precisely the main challenge of our monitoring process to adjust the implementation of the partnership to improve its relevance and effectiveness: it is not a question of producing vain bureaucracy. We therefore responded to the main remarks made by the Erasmus+ Agency, which is summarized by the following summary note, at the same time as I questioned it on the possibility (or not) of setting up a seminar in Prague in summer 2026 and requests clarification about the deadlines mentioned in the financial agreement (date of the interim report whose approval will condition the payment of the additional part of our grant). You will also find on the following pages an example of completing the budget grid (it is normal that you have not yet made any expenses at this stage as, probably, you have not had the opportunity to set up workshops support at the very beginning of the school year). I will also send you the summary of your feedback after the first checkpoint (retroactive questionnaire done online)**

## **IMPROVEMENT POINT**

Liste des commentaires négatifs et premières réponses présentées lors de notre réunion transnationale R1 / **List of negative comments and first responses presented during our R1 transnational meeting**

I ... des déplacements vers et depuis Prague sont mentionnés (p. 41) alors qu'aucune mobilité ou partenaire tchèque ne figure dans la candidature... **travel to and from Prague is mentioned (p. 41) while no Czech mobility or partner appears in the application**

Réponse : l'allusion faite à la capitale tchèque est en rapport avec une solution hypothétique, et restée à l'état de discussion entre les partenaires , qui consiste à implanter à Prague la dernière réunion transnationale - plutôt qu'en France et de manière à en réduire le coût (car, depuis la Roumanie, la Lettonie et même l'Italie, la distance, le bilan carbone et le prix seraient en effet réduits, par rapport au trajet vers Saint-Jean-de-Luz et aux frais annexes). La question n'est pas tranchée car il a été envisagé aussi de faire une réunion purement virtuelle en cas de difficultés budgétaires. Nous ignorons par ailleurs s'il est possible ou non de fixer une rencontre sans élève dans un pays où aucun acteur membre du partenariat ne se situe (une école pragoise figure

cependant parmi nos partenaires potentiels, qui a noué des relations avec nous dans le cadre de la Ligue ILARGIA).

**Answer: the allusion made to the Czech capital is related to a hypothetical solution, which remains under discussion between the partners, which consists of setting up the last transnational meeting in Prague - rather than in France and in such a way as to reduce the cost (because, from Romania, Latvia and even Italy, the distance, the carbon footprint and the price would in fact be reduced, compared to the journey to Saint-Jean-de-Luz and the associated costs) . The question is not resolved because it was also considered to hold a purely virtual meeting in the event of budgetary difficulties. We also do not know whether or not it is possible to arrange a meeting without students in**

II ... la mention du lancement d'ateliers virtuels sur le thème des énergies renouvelables (p. 38) semble relever d'un autre projet... **the mention of the launch of virtual workshops on the theme of renewable energies (p. 38) seems to be part of another project**

Réponse : en, effet, il s'agissait pour le lycée Français de conclure le projet QUINTESSENCE, prolongé par un site de podcast. L'inauguration du nouveau partenariat (Be.Bo.P) s'est faite dans un cadre permettant de communiquer sur d'autres coopérations européennes, à savoir des partenariats Erasmus+ récemment achevés ou encore en cours, appelés le plus souvent à être prolongés par des échanges en distanciel dans le cadre de nos eTwinnings. Mais la question des énergies renouvelables n'est pas complètement en dehors du champ du projet, lequel envisage le dépassement de toutes les limites, pas seulement le changement de rôle des frontières politiques, prend en compte les réfugiés climatiques, les progrès de la science et la question des limites entre espèces vivantes (d'où l'intitulé : Boundaries et non Borders, contrairement à ce que le rapport écrit).

**Answer: in fact, for the French high school, it was a question of concluding the QUINTESSENCE project, extended by a podcast site. The inauguration of the new partnership (Be.Bo.P) took place within a framework allowing communication on other European cooperation, namely Erasmus+ partnerships recently completed or still in progress, most often called for to be extended by remote exchanges as part of our eTwinnings. But the question of renewable energies is not completely outside the scope**

Page 31 / 64

**changing role of political borders, takes into account climate refugees, the progress of science and the question of limits between living species (hence the title is: 'Boundaries'**

III ...l'élément le plus problématique est la définition de la cible réduite (25 à 30 personnes) au cours des mobilités en comparaison des coûts mobilisés (forfait de 250 000 €) ... Il serait pertinent d'intégrer au moins pour certaines activités un groupe de bénéficiaires plus important, en jouant notamment sur la répartition du budget. Le candidat mentionne à plusieurs reprises le cofinancement, mais la question de l'efficacité demeure ( budget important pour une participation

limitée)...**the most problematic element is the definition of the reduced target (25 to 30 people) during mobilities in comparison with the costs mobilized (flat rate of €250,000)... It would be relevant to integrate at least for certain activities a group of larger beneficiaries, notably by influencing the distribution of the budget. The candidate mentions co-financing several times, but the question of efficiency remains (large budget for limited participation).**

Réponse : nous avons invité toutes les équipes à considérer les objectifs de la candidature quant au nombre de personnes impliquées dans les mobilités comme un minimum ; cela dit, nous savons par expérience qu'ajouter des participant.e.s aux voyages représente un coût parfois excessif pour le partenaire émettant ces mobilités supplémentaires dans le contexte d'inflation qui caractérise notre époque – une situation qui provoque, non seulement l'emballement des prix (vols, hébergement) mais aussi des restrictions budgétaires diminuant les possibilités de co-financement, sauf à solliciter les familles, chose que l'établissement Français a, pour sa part, décidé de ne pas faire. Aussi faut-il rester prudent. Par ailleurs, la logistique des coopérations organisées dans le cadre des mobilités souffrirait de l'inclusion d'un trop grand nombre d'apprenant.e.s ou d'enseignant.e.s (il s'agit en effet, pour l'hôte, d'organiser l'accueil conjoint de cinq délégations étrangères) et il faut rappeler que les bénéficiaires du partenariat ne sont pas censé.e.s n'être que les élèves voyageurs, bon nombre d'activités se déroulant en distanciel ou devant mobiliser la communauté scolaire en tant qu'organisatrice de mobilités entrantes.

**Answer: we invited all teams to consider the application objectives regarding the number of people involved in mobilities as a minimum; that said, we know from experience that adding participants to trips sometimes represents an excessive cost for the partner issuing these additional mobilities in the context of inflation which characterizes our time - a situation which not only causes the runaway of prices (flights,**  
Page 32 / 64

**reducing the possibilities of co-financing, except by asking families, something that the French establishment has, for its part, decided not to do. We must therefore remain cautious. Furthermore, the logistics of cooperation organized within the framework of mobilities would suffer from the inclusion of too large a number of learners or teachers (in fact, for the host, it is a matter of organize the joint reception of five foreign delegations) and it must be remembered that the beneficiaries of the partnership are**

IV...l'ensemble des partenaires doit être considéré comme bénéficiaire, et non pas uniquement le coordinateur (comme indiqué page 38) à l'initiative de la candidature...**all partners must be**



**considered as beneficiaries, and not just the coordinator (as indicated on page 38) who initiated the application...**

Réponse : il fallait comprendre, bien évidemment « bénéficiaire principal », celui dont le service gestionnaire est payeur et non seulement receveur, qui joue le rôle de Coordinateur International sous l'impulsion du Chef de Projet, ; les autres partenaires sont également bénéficiaires.

**Answer: it was necessary to understand, obviously "main beneficiary", the one whose managing service is the payer and not only the receiver, who plays the role of International Coordinator under the leadership of the Project Manager; the other**

V...On nous presse aussi préciser comment les apprenants ayant moins d'opportunités seront intégrés (voire des migrants dans les établissements où ils sont présents) et d'avoir une réflexion sur le bilan carbone (et sa mesure)...**We are also being urged to specify how learners with fewer opportunities will be integrated (or even migrants into the establishments where they are present) and to reflect on the carbon footprint (and its measurement)...**

Réponse : ces deux questions seront traitées de manière concertée lors de la prochaine réunion transnationale voire au cours des futurs points de contrôle cadencé (« check points » dans notre système de suivi)

**Answer: these two questions will be addressed in a concerted manner during the next transnational meeting or even during future timed check points ("check points" in our**

**TOOLS FEEDBACK**

REMINDER ABOUT THE EUROPEAN FUNDS							Schedule:
Amounts we asked for in the common application form:							
	FR	ITA	LV	TR	RO	PT	<p>After the contract was signed between the international coordinator and the Agency (in October 2023) a first part of the european funds was sent to Lycée Ravel / 100 000 €.</p> <p>After the subcontracts between the coordinator and the school partners will be established (it must be done current November) each school will have 2/5 of the total sums that was promised to them / 15400 € for ITA, LV, TR, and RO / 16200 € for PT ; The second part will be paid after the</p>
M1 PM 21 500	16 500	1000	1000	1000	1000	1000	
M2 WP2 124 500	29 000	17000	17000	17000	17000	27 500	
M3 WP3 16 000	3500	2500	2500	2500	2500	2500	
M4 WP4 56 000	4500	12000	12000	12000	12000	3500	
M5 WP5 32 000	2000	6000	6000	6000	6000	6000	
250 000	55 500	38 500	38 500	38 500	38 500	40 500	

	progress report is finished and approved (not still clear when we must to do it). Last 20% given after the final report.
--	--------------------------------------------------------------------------------------------------------------------------

GRIDS TO BE COMPLETED BY EACH TEAM : A SAMPLE OF DECLARATION

CP n° 1	HIGH SCHOOL : Lycée Ravel	comments
Spends for M1 management	3733,01 remaining 12766,99 / 16500	Dissemination and activities in the framework of #Edays 2023
Spends for M2 learning sessions frontiers exploration	0	
Spends for M3 (science) deliverables	0	
Spends for M4 main intellectual output : a documentary film	0	
Spends for M5 dance trainings and performance	0	
TOTAL OF ENGAGEMENTS	3733,01 / 55 500	Date : 20/11/2023

**Page 34 / 64**

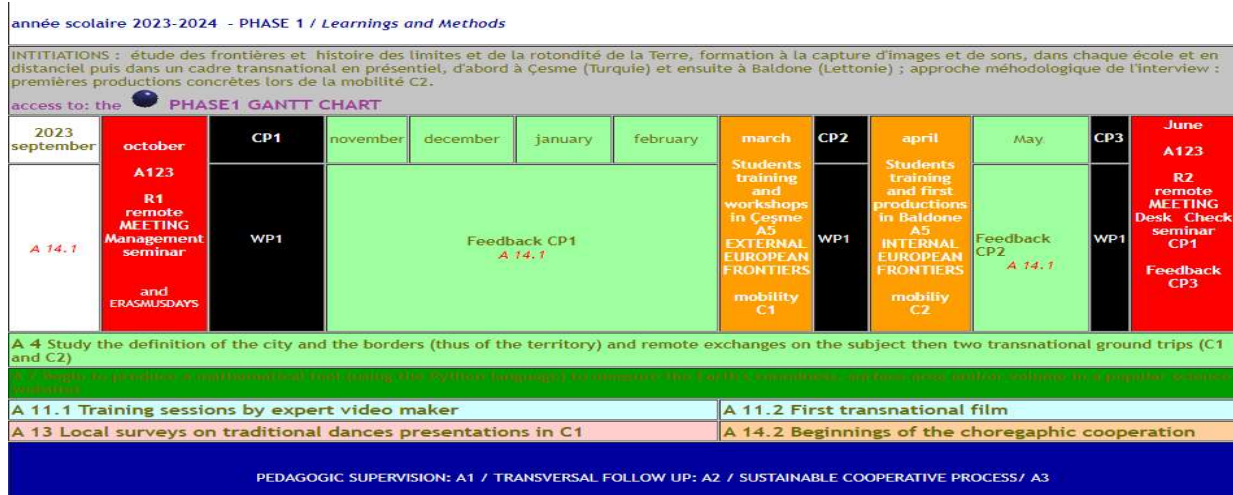
Notez que toutes sortes d'ajustements seront probablement nécessaires pour une présentation satisfaisante des questions financières ; l'objectif à viser est que nous répartissions nos dépenses entre les différents budgets alloués à chacun des modules en respectant les limites des fonds consentis par l'Agence. Pratiquement, il sera facile d'affecter au module M2 tous les frais dépassant les planchers fixés pour les autres tâches. En principe 80% (au minimum) des premiers 100 000 € versés doivent être utilisés avant que nous puissions demander l'obtention du deuxième paiement, mais ce point est en cours de vérification, et 80% (ou plus) des 200 000 € reçus au cours du projet doivent avoir été mobilisés, avant que le dernier paiement ne soit effectué par l'Agence à la fin de la mise en œuvre. Le contrôle se fait sur une base déclarative (vous n'avez donc jamais à produire de justificatifs de vos dépenses à notre attention ; mais gardez ces pièces au cas où une procédure d'audit nationale vous concernerait). Sachez que, d'habitude, certaines écoles s'astreignent à ne pas dépasser un engagement de 80% des fonds européens mais d'autres consomment 100% de la subvention car elles disposent des réserves propres suffisantes (à vous de voir cela avec l'équipe de Direction de votre établissement ; C1 est particulièrement propice à d'invitation d'un gestionnaire, C6 ou R6 à celle d'un Dirigeant).

**Note that all manner of adjustments will likely be necessary for a satisfactory presentation of financial matters; the objective to aim for is that we distribute our expenses between the different budgets allocated to each of the modules while respecting the limits of the funds granted by the Agency. Practically, it will be easy to allocate to the M2 module all costs exceeding the floors set for other tasks. In principle 80% (at least) of the first €100,000 paid must be used before we can request the second payment, but this point is currently being verified, and 80% (or more) of the €200,000 received during the project must have been mobilized, before the final payment is made by the Agency at the end of implementation. The control is carried out on a declarative basis (so you never**

have to produce supporting documents for your expenses for our attention; but keep these documents in case a national audit procedure concerns you). Please note that, usually, some schools are committed not to exceed a commitment of 80% of European funds but others consume 100% of the subsidy because they have sufficient own reserves (it's up to you to see this with the management team of your establishment; C1 is particularly suitable for inviting a manager, C6 or R6 for that of a Manager).

## TASKS FEEDBACK

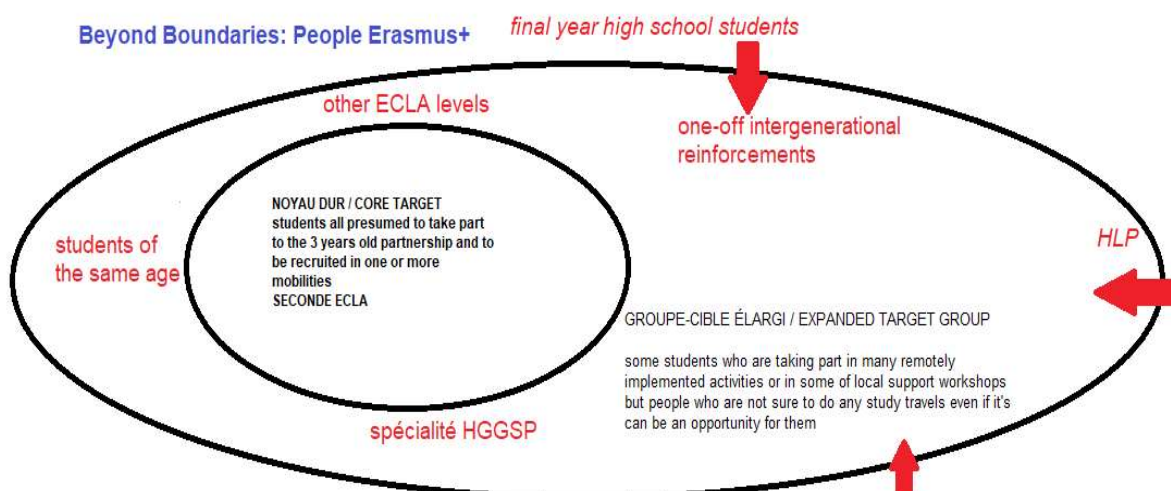
Normally your activities must be linked all along this school year (and followings) in relation with goals to be reached in activities A4 (polis, territories, borders) and A7 (Python language, measurement of the World and progress of Knowledges) but also with the Dance Workshops we planned and A5. Video making training sessions are now beginning in France but it will be in the programme of the event named C2 Cooperation and of the other mobilities after C2 (teaching by our expert L. Fabriès): A11. Local tasks can be a little less relevant / please explain us the relation with Be.Bo.P each time you are reporting on its. Special topics could be integrated (as a sample: the history of Spanish refugees will be a topic in France before C1, in order to implement a share session in Türkiye).



Page 35 / 64

## FOLLOW UP FEEDBACK

The last question of the survey putted on line was not well understood by all the project holders. We did not really ask for a description the ways you will use to select the participants, but wanted only an information about the limits of your target group. In the case of Lycée Ravel, the 15 years old pupils arriving in the school (and learning latin and ancient civilizations) are supposed to support the partnership during the three school years of the



**Be.Bo.P implementation: it's our core target. But we'll recruit other students in the mobility (sometimes older ones chosen in the same special learning called ECLA, or student of the same age, and mainly some helpers from "Politics" speciality HGGSP: that is the "expanded target group". It was also planned to add one-off reinforcements (students of the final year - several will come to Turkey for the C1 Cooperative exchange - or pupils chosen in the HLP (Philosophy) speciality: we planned to bring two of them to Riga for C2.**

Please try to make the same drawing we have done (above) to define the target group and to transmit it before CP2. Concerning the selection: good will is the main criteria for us but each French participants will have a production to do or a responsibility to assume before and after the mobility he/she shall take part in. For C1 mobility two of the students must coordinate the Basque Dance that the delegation is presumed to perform. The other ones will have also a personal challenge (or a team issue) to overcome..

### FOLLOW UP FEEDBACK

Please give us the internet address of the local sites your school activities' reports are published. If you manage to disseminate in the local press, do not forget to give us also the links in order to valorize your successful propaganda in our common showcase (the LegendE+ website).

**POSTS DONE BEFORE NOVEMBER** YES 4 NO 2

**PROJECT LAUNCH ONLINE DISSEMINATION** YES 3 NO 3

**PROPAGANDA ISSUES TO BE OVERCOME** YES 5 NO 1

**COMMUNITY INFORMATION** staff information and concrete meeting were not done everywhere

**Page 36 / 64**

## **BeBoP8 (Be.yond.Bo.undaries: People)**

13/12/2023 – Seventh INTERNATIONAL COORDINATION note BB8



Hello Dear Friends.

STUDY TRAVELS. Concerning the C1 and C2 cooperative mobilities scheduled in Çesme then in Riga/Baldone (both are called "LLTA" in the language of the EU) I would like to give you in this note some ideas as to the nature of the work that you could request for your students to prepare before these study trips. (so that they can present some of their results to other delegations). It is also a way to help hosts plan some local workshops that they can set up to respect the distribution of responsibilities and tasks in our Gantt chart. Please consult the information provided below on this subject. / NOTE ALSO: NOTE: we will take 10 or 11 students from France for each of these two activities intended to get the project off the ground but each partner is supposed to take only 4 to 5 students according to the application form, accompanied by 1 or 2 teachers - you can increase (or not) this theoretical gauge, as we did, but you must consider that this extreme increase in the number of learners from Saint-Jean de Luz is linked to the status of coordinator of the Lycée Ravel where he will probably be able to be financed by transfers from management funds (a solution that you

cannot apply in your schools); other information: our accountant will not be present in Çesme (in fact, he is supposed to leave our school permanently within a few weeks).

OTHER QUESTIONS / 1. I remind you first it is very necessary (and useful) if each of you fill the special grid of relevance when he is holding a local workshop. The goal is to make easier our process of Quality Control and especially the switch between the first and the second pedagogic phases (40% of our funds given each time, but an interim report to write). 2. Concerning this switch phase : our aim must to be able to declare we spent 70% of the first part of funds (100 000 € we are now processing to share) as soon as next summer, in order me to complete the interim report in june (and obtain in consequence the second payment at the time we'll go back to school, in september, 2024). I believe we must absolutely avoid to wait more. If the deadline for spending 70 000€ was fixed further than june, 2024 we shall be obliged to postpone the mobilities C4 and C5 - normally to be implemented between january and june 2024. Not a good thing I believe.

YOUR SUBCONTRACTS: find in attachment the special conventions between your school (partner) and Lycée Ravel (main beneficiary). You have to check first all the datas (especially bank account details) then ask for your boss to sign it. Please give me back by mail the form after your headmaster/headmistress sign it (the paper can be concretely given in a few months, during one of the meetings). You will be paid after the convention come back (probably in january since the Portuguese team insisted not to be paid before Xmas for some administrative reasons but it may be earlier for the other partners, if you are quick enough!).

#### MOBILITIES IN ACTIVITIES

You can check the schedule online (address in BB7 note) and use the progression already giben in the BB6 note (on next page).

### Page 37 / 64

#### PROGRESSION

Each mobility (and local support workshops implemented around) must increase in intensity from the beginning to the end, like in this planning grid (indicative planning)

	DANCING WP5 Petite Planète	FILMING WP4 Dans tout le Royaume	SCIENCE WP3 Vers l'infini et au delà	FRONTIERS WP2 Sur les Frontières
TR	Local dances and improvization	Training sessions	Brainstorming to fix the issues	Borders in History  European frontiers
LV	Local dances  and  a little common production	First transnational productions of short movies	Dispatching of the tasks	Borders and conflicts  Frontiers inside Europe
RO ?	Common dances	Second transnational productions of short movies	Hardwork  Maths	Frontiers inside societies  and countries
PT	Common dances and with external people	Documentary writing	Hardwork	

			Maths and Physics	Migrations from Europe
IT ?	Ballet preparation	Documentary filming	Design (Making of the graphic chart..)	Migrations to Europe
FR	Ballet execution	Postproduction and presentation	Dissemination	Inclusion of results in the documentary

For C1. Two French girls are specially in charge of the coordination of our team to present a Basque dance. At a moment, a wokshop may be implemented in order each country to show a sample of a traditional dance ; in my opinion it is better to do that not too early in the meeting, to let time for training.

Two other students will have to present the History of spanish migrants in southern France, Other topics as limits of the ancient cities and fundation rituals, or frontiers between citizens and pilgrins must be prepared. Results can be shown in one or two classrooms inclusions with slides presentations?

Some indications about documentary movies technics and footages can be given also by students afer they had a training at school (learning sessions and transnational experiences are supposed to be done during C2 with our expert): to help leaners to report the mobility and cultural trips ?

For C2 . Two pupils are thinking about a choregrahy workshop to be implemented with the goal to dance together on the project's hymn.

Some students are in charge of a presentation centered on migration problems nowadays, on our french spanish frontier. And perhaps on the topography of the Pyrenenan borders. A team is studying the mytic frontier between Known and Unknow in the ancient times (strange are strangers). Results can be shown in one or two classrooms inclusions with slides presentations?

All the pupils normally have something to prepare / a way to feed the meetings and to produce some outputs in order to disseminate ; a little brainstormings between project holders can be useful each time (Follow Up)

ENJOY THE END OF YEAR'S FESTIVITIES and BEST REGARDS, Pierre-Laurent Vanderplancke

**Page 38 / 64**

## **BeBoP9 (Be.yond.Bo.undaries: People)**

02/02/2024 – Ninth INTERNATIONAL COORDINATION note BB9

### Financial agenda

Hello Dear friends.

Find below the budget table (extracted from BB6 international note) and some recommendations about your spends.

**BEST REGARDS!**



	FR	ITA	LV	TR	RO	PT
M1 PM 21 500	16 500	1000	1000	1000	1000	1000
M2 WP2 124 500	29 000	17000	17000	17000	17000	27 500
M3 WP3 16 000	3500	2500	2500	2500	2500	2500
M4 WP4 56 000	4500	12000	12000	12000	12000	3500
M5 WP5 32 000	2000	6000	6000	6000	6000	6000
250 000	55 500	38 500	38 500	38 500	38 500	40 500

(ongoing) Phase 1

You have received 40% of your grant; **the objective is to spend at least 70% of the sum given by the EU by next summer**, so as to be able to send our interim report to the Erasmus+ Agency in June, so that the second tranche of European funds will be paid to you at the start of the 2024-2025 school year; concretely, this means that you must mobilize 70% of the money you received (or more) to finance cooperative activities C1 and C2 (study trips to Türkiye then to Latvia). In reality, given that the hosts of these events (Çesme and Baldone) may not reach such a level of spending, the other partners have to aim for a minimum objective of 80% so that the pool of schools as a whole reaches a new commitment exceeding 70,000 euros (out of the 100,000 euros broken down between the partners in January 2024). Please consider the first grant (FRANCE 22 000 / ITA, LV, TR & RO 15 400 / PORTUGAL 16 200 as your M1 budget and part of M2 (Work package 2 is mainly devoted to support C1, C2 and C3 mobilities but M4 is also presumed to support C3 and you are authorized to take money from M1 to help mobilities). Your secondary school's moral responsibility is to complete the tasks outlined in the Common Application, adhere to the timetable, and then report on the level of your spending. In this regard, you will have to declare the total amount of costs incurred without having to provide us with supporting documents (see the CP1 feedback file) but our mission as coordinator is to verify that your commitments in terms of mobility and collaboration are respected.

Do not forget you may have to fund C3 mobility before the second tranche payment !

**Page 39 / 64**

## **BeBoP10 (Be.yond.Bo.undaries: People)**

28/02/2024 – Tenth INTERNATIONAL COORDINATION note BB10

### First Cooperative meeting in Çesme

Hello Dear friends.

Find below the aims of this study travel then the time table given by the Turkish team. Also some explanations concerning the issues we project holders are presumed to have brainstorming sessions about.

**BEST REGARDS! And see you soon**



## I-REMINDER / C1 INTENTIONS ACCORDING TO OUR APPLICANT FORM

The first mobility consists essentially of cooperating to study the borders between "us" and "the others" through, in particular, the apprehension of migratory and touristic flows; it is also the first opportunity to meet "in person" the whole of the partners and therefore to overcome the stereotypes that invariably arise due to the segmentation of the world in states and nations.

frontiers and refugees (examples: crisis in Syria and the Middle East, conflicts in the Ancient Times or in the modern era...) - cultural frontiers: foreigners/aliens - in the context: local heritages and international tourism / sea and lands - festive exchanges (show of our local dances, common ballet on Turkish music or song) - first video reports (a possible topic, anatural frontier: coastline)

FOR PROJECT HOLDERS : brainstorming on some financial aspects of the Quality Control WP1 and planning concerning the WP3



### Be.Bo.P PROJECT STUDENTS MOBILITIES (C1) PLANNING SCHEDULE, ÇEŞME/İZMİR, TURKEY

(04 th March,2024-08th March,2024)

MONDAY /04.03.2024	TUESDAY /05.03.2024	WEDNESDAY /06.03.2024	THURSDAY /07.03.2024	FRIDAY /08.03.2024
09:00 Exit from the hotel 10:00 Opening Programme at The Ayas Haralambos Church  Seminar on Mediterranean Sea Wars by Naval Historian Mr. Ali Rıza İŞİPEK	08:00 Exit from the hotel 10:00 Documentary Shooting training workshop/Training Session at Ege University Faculty of Communication Radio- Television and Cinema Department Studio and Film Set	08:00 Exit from the hotel for Selçuk / Ephesus - Virgin Mary tour discovering historical places	09:00 Welcoming programme at Cesme Ulusoy Maritime Technology, Vocational and Technical Anatolian High School . Logo work of the project	10:00 Brainstorming to solve problems at Pırlıl Hotel- SCIENCE WP3 11:00 Certificate ceremony
13:00 FREE TIME FOR LUNCH	12:00 FREE TIME FOR LUNCH	12:00 LUNCH AT ŞİRİNCE	12:00 LUNCH AT THE SCHOOL	
14:00 Dance presentations of the	14.00 Seminar/Training Session on "Mediterranean Civilizations" at Dokuz Eylül University Institute of Marine Sciences and Technology .	Visit Şirince Recognition of Anatolian -Turkish and Mediterranean Cultures  Borders in history European frontiers/ Video shooting for short movie	13:30 Workshop- at Çeşme Yahya Kerim Onart Vocational and Technical Anatolian High School 13:40-Workshop-Introduction of the software program of the Be.Bo.P project and software program learning workshop 13:40-Workshop-The Journey of mastic in the Mediterranean: Making cookies from mastic gum, which is found only in the Çeşme peninsula and Alaçatı region in our country.	
20:00 DINNER AT THE PIRIL HOTEL (You can eat outside if you wish)	20:00 DINNER AT PIRIL HOTEL (You can eat outside if you wish)	21:00 DINNER AT THE PIRIL HOTEL (You can eat outside if you wish)	20:00 DINNER PROGRAM AT THE ŞİFNE THERMAL HOTEL-	20:00 DINNER AT THE PIRIL HOTEL (You can eat outside if you wis

Page 40 / 64

## II-THREE TOPICS WE MUST HAVE TALKS ON

1.The question of WP3 beginnings: since both Çeşme and Saint Jean de Luz teams are supposed to hold this work package as supervisors and Jean-Marc is present. Anyway we are waiting for the final outputs only in the 3rd school year so it seems we have time enough to plan workshops and to choose our tools. Science issues but also artistic ones (i.e. mainly the graphic chart of the dedicated website).

2.The Quality Control system: we can do a point on CP1 feedback and what we want for CP2; it is important for the progress report we'll try to make this summer to give an overview as precise as possible after C1 and C2 on: remaining funds, first outputs and outcomes. A sample of our datas was edited in the NBE+ coordination website (<https://nbepplus.franceserv.eu/FU.html>) but I am not sure if we need put on line all our information.



année scolaire 2023-2024 - PHASE 1 <https://nbepus.franceserv.eu/BBmonitor2.html>

2023 September	October	November	December	2024 January	February	March	April	May	June	July	August
1	2 A3	3	4	5	6	7	8	9	10 A2	11 - 12	
A 14.1	R1 remote MEETING Management seminar	A 14.1		C1 TRAVEL Çeşme A5 postponed to March	A 14.1	C2 TRAVEL Baldone A5 / A11.2 pstponed to April	A 14.1		R2 remote MEETING Desk Check seminar CP1		

3. Deadlines and Timeline of our partnership will have to be changed and the end of educational activities must be postponed, due to our new Headmaster in France : because he wants us not to exit more than twice in a school year. It means the planning must be changed and we have not only to fix asap the C3 dates but to prepare the following step in the conversation (delays for C5 and the final meeting ; we may finish in Riga).

2024 September	October	November	December	2025 January	February	March	April	May	June	July	August
13	14	15	16	17	18 A2	19	20	21	22 A2	23-24	
		C3 TRAVEL Cluj-Napoca A6.1/ A11.2	▲	C4 TRAVEL Montijo A 10.2	R3 remote MEETING Desk Check seminar CP2	A 14.1		C5 TRAVEL Roma A 6.2 A 14.3	R4 remote MEETING Desk Check seminar CP3		

Roma in November ? C3  
 C4 can be implemented in March or April / no too late due to exams  
 C5 postponed: to the 3rd school year

année scolaire 2024-2025 PHASE 2 - must be reformatted

## BeBoP11 (Be.yond.Bo.undaries: People)

10/03/2024 – Eleventh INTERNATIONAL COORDINATION note BB11

### Second Cooperative meeting in Baldone

Hello Dear friends.

Find below some details about the next cooperative mobilities I am sending you with the agreement of Sanita and the Latvian team in order to help you to prepare the next exchange

BEST REGARDS!



## I - C2 MOBILITY TO LATVIA IS COMING SOON

### I.1 Slides, movies or speeches by each school (sharing of local activities)

#### I.1.1 / REMINDER OF THE FIVE SPECIFIC GOALS OF C2 MOBILITY

wars and boundaries (Ukrainian refugees, other bad impacts of conflicts)  
across the frontiers by cultural sharings  
local History : empires and frontiers  
training sessions by a video/photo expert  
festive exchanges (Latvian dances to make together, a ballet to improve about our hymn)

#### I.1.2 / TOPICS YOU MAY WORK ON BEFORE THE EXCHANGE (IN ORDER YOUR STUDENTS PRESENT A SLIDE OR A VIDEO ABOUT)

Only two of the specific topics we have to study in Riga may be used for a slide or a video by schools. First one is about frontiers/politic borders (across the frontiers by cultural sharings+local History : empires and frontier / these themes Baldone school has planned to explore thanks to dedicated visits) Second one is about wars and boundaries (Ukrainian refugees, other bad impacts of conflicts).

**PLEASE PRESENT ONLY CONTENTS ABOUT political frontiers (and/or wars and refugees)** nowadays or in a historical outlook, depending of academic purposes in your country. Note « Citizen, Foreigner and Alien » is a topic to keep for C4 .

#### I.1.3 / CONCRETE METHODOLOGY

Your students may present quickly the list of local activities implemented in your school (only if you want to valorize it / but normally the project holders know these details thanks to the edition in our official journal : the NBE+ blogspot, if you reported in the activity grids as it is planned by our monitoring method).

All your slides will be edited in our showcase (LegendE+ dissemination website) but only one output be presented in Latvia.

**PLEASE LIMIT TO TEN MINUTES THE DURATION OF YOUR PERFORMANCE since sharing of local works is only a secondary point in the framework of our mobilities.**

We cannot dedicated to this activity many times but we must respect deadlines and put online the outputs as the same time of the exchanges are implemented (many products and mainly the deliverables prepared by Turkish students were not shown to the audience in Cesme because we had no time enough but I will valorize it online).

**Page 42 / 64**

### I.1 Schedule draft

Do not forget the goal of the first pedagogic phase (2023/2024 school year) is A4 activity « Study the definition of the city and the borders (thus of the territory) »; it is the main of the six aims you can see for year n°1 in the monitoring part of our coordination website NBE+ <https://nbepius.franceserv.eu/BBmonitor3.html>

Some transnational workshops will be implemented about 1) dance, 2) empires and frontiers thanks to The War Museum, to nurish some debates about Borders, Russia, war in Ukraine, security, 3) a photo orientation game should be realized in Old Riga.

<https://www.karamuzejs.lv/lkm/about-museum>

Cultural visits are planned (Rundale, Bauskaspils...

<https://rundale.net/en/>

<https://www.bauskaspils.lv/en/>

**Students will take part in two workshops centered on documentary since C2 is the mobility to prepare the video package implementation (WP 4) as the same time this is the conclusive meeting of learnings about the frontiers. It means : one lesson about video footage by Louis Fabriès / one or two reporting movies to do in a transnational mode / comments of the rushes and perhaps first montage session by Louis Fabriès**

## **I.2 Evaluation**

Latvia and Italy are in charge of supervision during the first and the second year of the second package named « SUR LES FRONTIÈRES » . WP2 programme is: Study the crossing of borders of all kinds and the limits of knowledge, in a historical and transversal approach: therefore, relate to a global vision (priority n°2) combining practical, interdisciplinary and covariant learning, in an international context and it can be divided in two parts.

*2.1 Define the territorial border and its evolution over time T1*

*2.2 Study the overcoming of all other borders and measure the consequence of these advances and/or transgressions T1-T2*

It will be mainly up to them to think at the end of this educational year on the goals which were already (totally or partially) targeted and to give some leads to help the organizers of C3 (Roma / instead of Cluj-Napoca after we reformatted the agenda) and C4 (Montijo).

II. QUALITY CONTROL AND ISSUES OF TEACHERS' BRAINSTORMING MADE IN C1

### **II.1 WP2 MONITORING**

A website was especially created by the Turkish team in order to put online some tools about the limits between « known and unknown » : it is the main deliverable we promised to give as a result of our science module (WP 3 coordinated by France and Turkey). Teachers did check it is very easy to show graphics and measure instruments made using

**Page 43 / 64**

Python language. French and Turkish contributors are the only one who promised to make Mathematics and or Physics in this spot the name could be « Be.Bo.P explorer ». A part is devoted to History of Sciences and Discoveries and must be open to contributions from all

the partners. There will be also a third chapter, for drawings. We'll see further if some of these products (especially pictures made in Roma) may be implemented in the code to serve as a graphic chart in all the posts. The Turkish school will ask for a user name in each country (it should be the responsible for WP3 according to the Gantt Chart).

### **II.1 WP1/A1 GLOBAL PROJECT MANAGEMENT**

Due to local arrangements the Headmaster decided in France, the project scheduling must be changed and C5 be postponed (moving from summer, 2024) to november or december 2025. Italian proposal to organize C3 instead of the Romanian team was accepted.

2024 September	October	November	December	2025 January	February	March	April	May	June	July	August
13	14	15	16	17	18 A2	19	20	21	22 A2	23-24	
		C3 TRAVEL Cluj-Napoca A6.1/ A11.2	▲	C4 TRAVEL Montijo A 10.2	R3 remote MEETING Desk Check seminar CP2	A 14.1		C5 TRAVEL Roma A 6.2 A 14.3	R4 remote MEETING Desk Check seminar CP3		

Roma in November ? C3

C4 can be implemented in March or April / no too late due to exams

C5 postponed: to the 3rd school year

année scolaire 2024-2025 PHASE 2 - must be reformatted

The table given in IC10 : Only one step is remaining : plan the exact dates for C3 implementation / it must be done in C3. The idea is to do that during the first or the second week in november. If it is not possible, perhaps to advance it a little. In any case : try to fix it asap. Concerning C4 : January is no more a priority since there is no mobility planned later in the same school year. But we cannot do it very late in 2025 due to exams.

## II.1 WP1/A2 QUALITY CONTROL FOLLOW UP

Some

reminders were done by the International Coordinator about deadlines and/or the missing information at this moment. It is absolutely necessary to be very strict in the application of the plan and/or to well justify any change. Moreover we need more money asap in order to apply the project. A progress report is to be made by the IC during this summer. Then we should hope to have the second part of our european funds before january, 2025, perhaps even earlier.

### TO BE FOLLOWING C1 RESULTS / CP2 CHECK POINT

Note the

Feedback will include the impacts of the two mobilities (CP 2+3) and will be the first step of the Progress report.

Pierre-Laurent (not Pierre !) VANDERPLANCKE, Chef de Projet / International Coordinator

## BeBoP12 (Be.yond.Bo.undaries: People) 17/03/2024 – Twelfth INTERNATIONAL COORDINATION note BB12

**CHECK POINT 2** My dear colleagues, as you know: we must strictly apply our activities plan in the hope to be funded before Christmas (we need very quickly the second tranche payment in order to organize mobility C4 and the following activities and that is the reason why our objective is to send the progress report to the National Agency in June). To succeed in this challenge, Sanita implemented three brainstorming sessions during C2 but we'll try to overcome all the problems during the two first project holders plenary committees (it may let us free on Friday afternoon). A common feedback process is to be done after CP1 and CP2 (first pedagogical phase termination). Our agenda:

1 Missing information or contents and decisions about Timeline: C3 date must be fixed, and your tasks reporting tables be sent to the International Coordinator / normally: at the same time you are doing the workshop. Slides or videos made with C1 as a deadline (shown during the study travel or not) will be edited in LegendE+ in a couple of days. Please accept each school has 10/15mn in the sharing workshops for the students to present themselves and shortly explain what sort of activities they did in link with the project, but consider only a sample is to be exhibited in front of the partners. The other contents (mainly carried out in the framework of WP2) are published in our public website devoted to propaganda.

2 Internal and external dissemination: NBE+ for the project's background and LegendE+ for the public dissemination. Instructions for the best use of all the schools websites and reminder about "Be.Bo.P explorer".

3 Organisational and Pedagogical issues: Quality Control: not only satisfaction measurement but conformity to the initial engagements and efficiency (impacts, spends) WP5: what's about A13 Activity (Séverine and Ramona are leaders for this activity) ?

2023 september	october	CP1	november	december	january	february	march	CP2	april	May	CP3	June	July & August
A 14.1	A123 R1 remote MEETING Management seminar and ERASMUSDAYS	WP1	Feedback CP1 A 14.1				Students training and workshops in Çeşme A5, A13 EXTERNAL EUROPEAN FRONTIERS (SUR mobility C1)	WP1 LES	Students training and first productions in Baldone A5 INTERNAL EUROPEAN FRONTIERS mobility C2	Feedback CP2 A 14.1	WP1	A123 R2 remote MEETING Desk Check seminar CP1 Feedback CP3	
A 4 Study the definition of the city and the borders (thus of the territory) and remote exchanges on the subject then two transnational ground trips (C1 and C2)													
A 5 Design to produce a transnational tool using the partner language to measure the Earth's boundaries surface area and/or volume in a popular science language													
A 11.1 Training sessions by expert video maker							A 11.2 First transnational film						
A 13 Local surveys on traditional dances presentations in C1							A 14.2 Beginnings of the choreographic cooperation						

## Scheduling

Find below the timeline for Cooperative mobility C2 (it's a draft, Latvian team may have to make some changes). Please try to give to Baldone's team information about your flights and the rooming very fast. Reminder the goal is to take 4 or 5 pupils in each study travel and it means 20/25 learners in the totality of the partnership's process. You can adjust this number to your financial situation, even if the Agency does consider it's a better strategy to make all the mobilities you promised or even to add students more. WP5: performing a first common ballet is planned. WP4 : training and practical exercises will be implemented under the supervision of our external expert (Jean-Luc and Ana as leaders). WP3 activities: in each school for this time. WP2 goals: mainly across visits and reporting. Sharing of local outputs is no more the bigger challenge of the KA2 partnerships. Most of the sharings could be remotely done by videoconference but mobilities stay useful to mark the deadlines.

MONDAY/08.04.2024	TUESDAY/09.04.2024	WEDNESDAY /10.04.2024	THURSDAY /11.04.2024	FRIDAY /12.04.2024
<p><b>09:00</b> Departure from the hotel</p> <p><b>10:00</b> Opening ceremony. Meeting with school Staff / Introduction of School. Ensemble RedMoon.</p> <p><b>11:00</b> Coffee break.</p> <p><b>11:30</b> Icebreaker activities and Training Session on video filming. <u>Video Workshop I</u></p>	<p><b>08:30</b> Departure from the hotel</p> <p><b>10:00</b> Guided tour to Rundāle palace.</p> <p><b>11:15</b> Rundāle palace garden.</p>	<p><b>10:00</b> Departure from the hotel</p> <p><b>10:30</b> Photo orientation competition in Old Riga (students in mixed groups). Romanesque, Gothic, Mannerism, Rococo, Baroque, Classicism, Eclectic, Art nouveau) UNESCO heritage.</p>	<p><b>10:00</b> Departure from the hotel</p> <p><b>11:00</b> Students presentations on political frontiers (and/or wars and refugees) nowadays or in a historical outlook. France, Italy, Romania, Portugal, Türkiye, Latvia.</p> <p><b>12:30</b> <u>Video Workshop II</u> for students. Work plan and preparation of interview questions.</p>	<p><b>10:30</b> Departure from the hotel</p> <p><b>11:00</b> Workshop in international groups at the Latvian War Museum. Topic: empires and frontiers, Ukrainian refugees, Latvian history, and Latvia's freedom fights.</p>
<b>13:00 LUNCH IN THE SCHOOL CANTEEN</b>	<b>13:00 LUNCH AT "AVENĪ"</b>	<b>12:30 FREE TIME FOR LUNCH</b>	<b>13:00 LUNCH IN THE SCHOOL CANTEEN</b>	<b>13:00 FREE TIME FOR LUNCH</b>
<p><b>14:00</b> <u>Dance workshop I</u> for the students. Biruta Putniņa</p> <p><b>14:00</b> Transnational planning meeting for the teachers. <b>PC1</b></p> <p><b>15:30</b> Baldone city tour. Hiking trail "Trail of Feelings and Paintings".</p>	<p><b>15:00</b> Study trip to Bauska Castle. Topic "The importance of Bauska Castle in the wars for the territory of Latvia".</p>	<p><b>14:00</b> Educational and cultural visit to Jūrmala. The Baltic Sea coast. Observation tower in Dzintari (Jūrmala). Jūrmala architecture (Eclectic, Art Nouveau, etc.)</p>	<p><b>14:00</b> <u>Dance workshop II</u> for the students. Biruta Putniņa</p> <p><b>14:00</b> Transnational planning meeting for the teachers. <b>PC2</b></p> <p><b>15:30</b> <u>Video Workshop III</u> for students. Street interviews and video filming (Baldone) about refugees in Latvia.</p> <p><b>18:00</b> Farewell dinner, party and certificates ceremony.</p>	<p><b>15:00</b> Street interviews and video filming (Rīga) about refugees in Latvia. <u>Video Workshop IV (montage)</u></p> <p><b>16:00</b> Evaluation of project activities (survey in Google form).</p> <p><b>17:00</b> Transnational planning meeting for the teachers. <b>PC3</b></p>
<b>19:00 DINNER - FREE CHOICE</b>	<b>19:00 DINNER - FREE CHOICE</b>	<b>19:00 DINNER - FREE CHOICE</b>	<b>19:00 DINNER AT SCHOOL</b>	<b>19:00 DINNER - FREE CHOICE</b>


## DISSEMINATION

INTERNAL ISSUES. Work packages description is available on this page in NBE+ <https://nbeplus.franceserv.eu/BBmonitor2.html/> the real timeline is edited in the following page. NBE+ is the website for project holders made by the international coordinator with sometimes information in a especially devoted part for learners in France ( you'll find in <https://nbeplus.blogspot.com/> a copy of the International Notes with are our Journal Officiel). Erasmus+ corner and board in your schools are necessary: please take pics of these tools and share in order to report to the EU.

EXTERNAL PROPAGANDA. Best outputs and deliverables are shown on the LegendE+ website <https://legendplus.franceserv.eu/> ; your local website must have a link to this showcase and you may at the same time open some dedicated pages in your own portal. It is possible to give you the right to post by yourself in the NBE+ blogspot or to put online files but the IC can do it also. Concerning Be.Bo.P explorer we are still waiting for a confirmation of the site's name and each school will have to choose a special user to nourish it. Reminder: three sort of contents are wanted for explorer. Maths and Physics (mainly by France and Turkey) History of Sciences and Discoveries, drawings.

AFTER C1 IN CESME Photograph report was done and published in NBE+ and the good relevance of implemented activities was analyzed in the same website / you'll find asap some observations about the Quality in the FOLLOW UP part even if we'll try to make a joint review after C1 and C2 (common feedback of CP2 and CP3). I am preparing the edition (before the end of next week or I hope so) of the deliverables in the LegendE+ public site where a video report will be also available. Probably some of your products are not on my USB ( I tried to pick up the materials in the Ulusoy School's Theatre). Missing ones can be given during C2. For the moment I keep in my archives the other contents you sent me in order to see it later. I think you well understand you are very free to make every sort of activities around our topic (known/unknow and borders transgression) as an addition to the main matters we are obliged to deal with... but do not forget we must first try to accomplish the promises done in the applicant form. The International Coordinator must be able to explain the reasons of any change we may collectively decide.

**BEST REGARDS TO ALL OF YOU AND A SPECIAL THANKS TO TURKISH AND LATVIAN TEAMS.**

	<p>Pierre-Laurent VANDERPLANCKE, chef de Projet</p> <p>IMPORTANT</p> <p>If it's possible</p> <p>give me please the total amounts of your spends done after C1</p> <p>(without the funds you use for C2)</p> <p>I will have to communicate about the level of financial engagement after CP2 and CP3</p>
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



## BeBoP13 (Be.yond.Bo.undaries: People) 24/03/2024 – Thirteenth INTERNATIONAL COORDINATION note BB13

**WARNING:** It seems that the decision to swap the place of implementation of the cooperative mobilities names C3 and C5 results from a series of misunderstandings. Ultimately, for the Italian team, C5 in November 2025 is a good solution. And the maintenance of C3 in Cluj-Napoca is also satisfactory for the Romanian team. The initial schedule is maintained as is, contrary to the decision apparently taken at the conclusion of the debates held in Cesme... but take care that C5 slips after the summer of 2025: in November (due to the limitation of two outings at most each year, imposed by the coordinating high school). One of the remote meeting (R3/R4) may be postponed too...

2024 september	October	november Students training and workshops in Cluj-Napoca A6.1 / A11.2 THE UNKNOWN, BEYOND BOUNDARIES (VERS L'INFINI...) mobility C3	CP4	december	january Students training and workshops in Montijo A 10.2 EXPLORERS and EUROPEAN MIGRANTS (...ET AU DELA) mobility C4	february	CP5	march A123 R3 remote MEETING Desk...Check seminar CP2 Feedback CP4	april	may	CP6	june22 A123 R4 remote MEETING Desk Check seminar CP3 Feedback CP5+6
A 14.1			WP1	A 14.1			WP1		A 14.1		WP1	

A 6.1 Local studies centered on "Known and Unknown" | A 6.2 Citizen, Foreigner and Alien



IC 13

<https://nbepus.franceserv.eu/BBmonitor3.html> / The drawing produced by the students will serve as a common coat of arms for the partners and will now appear on all official documents (correspondence, attendance certificates, media sites). The laurels evoke the initial logo of the project, which remains in force for internal exchanges between project holders and as a “brand” of the coordinator and the Be.Bo.P section on the NBE+ (Notre Bureau Européen) site. Laurels evoke the different empires and the status of borders, at their limits as well as within their vast territories, but they also allude to Greco-Roman civilization, studied by the target group in France, the country initiating the partnership. The rope evokes the naval specialization of the Turkish secondary school, organizer of the first exchange, and the limit between the sea and the continent, a natural but also political border, interface and dividing line. It also refers to the imagination of travel. The blades of the central windmill recall the transitions in progress and feature the flags of the countries represented in the cooperation; they are arranged around a very “small planet”, in order to underline that our world is faced with challenges that no nation can claim to meet alone. The twelve stars refer to the European Union and more broadly to the need for solidarity and unity in order to support a transnational collaborative effort.

PAGE 1/3



<b>C1 DEBRIEF AND DISSEMINATION TABLE</b> ∨∨	<p><b>CONTENTS&gt;&gt;</b></p> <p><b>page 1 WARNING about schedule and presentation of our coat of arms, made in Cesme and selected by our students.</b></p> <p><b>page 2 CONTENTS of IC13 / C1 DEBRIEF and DISSEMINATION TABLE</b></p> <p><b>page 3 ISSUES OF THE C2 PLENAR COMMITTEES</b></p> <p>PAGE 2/3</p>
------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **C1 REPORT AND EVALUATION**

C1 PHOTOGRAPHIC REPORT ONLINE is available in [Notre Bureau Européen NBE+](#) (made for project holders) as also a RELEVANCE CHECKING PAGE (both in the COOPERATIVE MOBILITIES part) and C1 CONTROL QUALITY is edited in the FOLLOW UP part of the same website / please put information in your own school site and/or some links to NBE+

### **C1 OUTPUTS**

The most part of the Be.Bo.P intellectual outputs are published in our project showcase, whose name is [LegendE+](#) (also managed by Lycée Ravel). It is done in the section names DELIVERABLES made to promote all the works we exchanged during the meeting; this part will be completed in the future.. each mobility marking a deadline for the products we planned to realize at home, according our Work Timeline (centered on WP2). But most of the expected production (and the best ones) resides in the transnational workshops concretely implemented in the framework of the cooperative mobilities: the results will be promoted on the scientific popularization site (Be.B.o.p.explorer - unless there is a last minute name change – three parts: Science tools, Discoveries, Drawings ) or in the VIDEO/DOCUMENTARY section soon to open (from of C2) in LegendE+ / please put information in your own school site and/or some links to LegendE+

### **DISSEMINATION TABLE**

*INTERNET Propaganda: Journal Officiel (Be.Bo.P international coordination notes in the project kolerd's blog <https://nbepus.blogspot.com/> Be.Bo.P backgrounds in “Notre Bureau Européen“ NBE+ ( <https://nbepus.franceserv.eu/amontBB.html> ) Be.Bo.P deliverables in LegendE+ <https://legendplus.franceserv.eu/index.php/projet4>)*

*DISSEMINATION PLAN press releases on the occasion of the six mobilities with students planned; communication operation during remote collaborative work, sometimes organized at the same time as #Erasmusdays or as part of a week of mobilization around videoconferences organized by the Lycée Ravel (ERASMUS MOB). Coworking sessions were done in the #Eramusdays 2023, ERASMU SMOB 2024 probably in May with eTwinners and/or Be.Bo.P partners.*

## ISSUES OF THE C2 PLENAR COMMITTEES

### PC1 FOLLOW UP

1. Tasks reporting procedure: inventory, gaps, activities to be described before the month of June to help draft the interim report.
2. Budgetary situation: we will need each school to establish the total amount of costs it has incurred, before C2 then after C2. It is necessary to show an overall consumption of 70% of the first tranche (by all the partners and not by each of them) to be able to claim payment of the second part of the subsidies.
3. Setting the timetable: at least approximate dates for localized cooperation C4, in Portugal (planned in January according to the application) and -if it's possible- precise for C3 (with a view to pre-recruiting students before going on vacation this summer).

### PC2 QUALITY CONTROL

1. Satisfaction questionnaires
2. Efficiency and Impacts (tools for measurement)
3. Targeted groups: an update on the initial selection criteria as transmitted to the IC, a debate on the recruitment strategy accompanying the evolution of the calendar and taking into account cost inflation

### PC3 PEDAGOGIC MONITORING

1. WP2 management (Latvia, Italy) : main outputs of the first phase (A4 and A5) and goals for next year (A5+A6) and C5.
2. WP3 management (France, Turkey) : contributions expected for C4 (Portuguese navigators) and future dissemination
3. WP4 management (France, Portugal) : progression and schedule, insertion in the mobilities
4. WP5 management (France, Romania)

**WP2 (module 2 SUR LES FRONTIÈRES) LEARNING SESSIONS CENTERED ON BORDERS : in the classrooms, also in some remote coworkings, and in the collaborative workshops implemented during mobilities C1,C2, C3 and C5**

**WP3 (module 3 VERS L'INFINI ET AU DELÀ) PRODUCE A POPULAR SCIENCE WEBSITE: topic is the understanding of the world, the known and the unknown; the most important of deliverable output after the documentary movie**

**WP4 (module 4 DANS TOUT LE ROYAUME) PRODUCE A DOCUMENTARY FILM: considering “climate refuges” among other subjects (transnational footage from C2 and in the following meetings, local interviews about migration to be shared in C4)**

**WP5 (module 5 DANSER SUR UNE PETITE PLANÈTE) DANCING and LIVING TOGETHER: in order to produce a choreographed transnational performance at the end of the partnership (and to share good times all along the project is ongoing)**

# ***INTERNATIONAL NOTE IC 14 – The 11<sup>th</sup> of April, 2024***

Be.Bo.P / SUIVI DES ACTIVITES première phase - ***FOLLOW UP . School Year 1***

état des fiches renseignées discuté lors de la mobilité C2 en Lettonie

check point made in the framework of the plenary committees implemented during the C2 cooperative study travel.

Some details are missing (i.e. How many hours were occupied by this activity). Some workshops also (what was done in these lessons?) and even some schools (in the case it is only mentioned in the TCA) : I may ask you to give more information at the same time we'll do the R2 transnational meeting. SEE ALL THE CONTENTS FROM PAGE 3 TO PAGE

## **>>PC1 « FOLLOW UP » DEBRIEF (it was one on Monday)**

**-Tasks reporting procedure: inventory, gaps, activities to be described before the month of June to help draft the interim report.**

**-Budgetary situation: we will need each school to establish the total amount of costs it has incurred, before C2 then after C2. It is necessary to show an overall consumption of 70% of the first tranche (by all the partners and not by each of them) to be able to claim payment of the second part of the subsidies.**

**-Setting the timetable: at least approximate dates for localized cooperation C4, in Portugal (planned in January according to the application) and -if it's possible- precise for C3 (with a view to pre-recruiting students before going on vacation this summer).**

DECISIONS

C3 in Cluj, 2024 November 4-8 / C4 in Montijo 2025, March 17-21

DEADLINE FOR TASKSREPORTING : 1<sup>st</sup> of June 2024 (CP2)

FINANCIAL SITUATION INFORMATION : total spends before and after C2 to be given before the 1<sup>st</sup> of May 2024 (we already asked for from March / IC note BB12)

**ECONOMY : take care about the funds you need especially for C 3 / REMINDER TARGETS 25 students in all the project as a minima, 10 teachers as a maxima (?). Good management issues.**

## **>>REMAINING QUESTIONS to be done on Thursday and Friday PC2&PC**

PC2 QUALITY CONTROL

Satisfaction questionnaires

Efficiency and Impacts (tools for measurement)

Targeted groups: an update on the initial selection criteria as transmitted to the IC, a debate on the recruitment strategy accompanying the evolution of the calendar and taking into account cost inflation

We need to see how the questionnaires for teachers may be done. If you have ideas or not about efficiency ? Impacts ?

Explanations about the selection of students (it seems the Directions are more and more implicated in) ; what sort of consequences?)

PC3 PEDAGOGIC MONITORING

WP2 management (Latvia, Italy) : main outputs of the first phase (A4 and A5) and goals for next year (A5+A6) and C5.

WP3 management (France, Turkey) : contributions expected for C4 (Portuguese navigators) and future dissemination

WP4 management (France, Portugal) : progression and schedule, insertion in the mobilities 4.WP5 management (France, Romania) C2 progression was fixed by the IC but the following steps must be defined now (see the table published in IC note BB8)

ALL THE PEDAGOGIC LEADERS ARE INVITED TO EXPOSE THEIR PLANS

# BeBoP15 (Be.yond.Bo.undaries: People)

22/04/2024 – Fifteenth INTERNATIONAL COORDINATION note BB15



## Before the conclusive “Desk Check Seminar”

Hello Dear friends.

Find below some information after the end of the first pedagogic phase and the succesful implementation of cooperative mobilities C1 and C2 (in Turkey then in Latvia). I will send you at the end of the next week a special note dated May 2024 in order to make our third CHECK POINT (reminder: the second one's outcomes were reported in BB12). This brainstorming must me completed by a remotely made meeting / I mean a video conference (R2 desk check seminar) then a Feedback note for enlisting the CP2+CP3 concertation outcomes -and the project's impacts- will be edited (as it was done in november after CP1). In particular, to measure any changes induced by Be.Bo.P, we will use the indicators selected at the start of the implementation of the partnership (see page 6 of “Vade Me Cum” guide, attached to note +IC6).

BEST REGARDS!

---

## I - C2 MOBILITY REPORTS AND OUTPUTS DISSEMINATION

In NBE+ / our website dedicated to projects' backgrounds and coordination : all the activities are described and the relevance of the mobility is analysed (COOPERATIVE MOBILITIES section) <https://nbepplus.franceserv.eu/amontBB.html>

Find also -in the FOLLOW UP section- the results and some comments of the satisfaction questionnaires completed by both teachers and students after R1, C1 and C2. In the future, all the activitiy sheets will be available from this part of NOTRE BUREAU EUROPÉEN and we'll add some contents about the impacts (as soon as CP2+CP2 Feedback is finished).

In LegendE+ / our dissemination website : most of deliverables are shown in the section Be.Bo.P « Les productions du partenariat » and two samples of the interviews filmed in Riga and Baldone. <https://legendplus.franceserv.eu/index.php/projet4> / contents in French in NBE+/Be.Bo.P in the LOCAL section.

## II – WAITING LIST

We need asap :

First, all the videos made in the framework of the transnational cooperative workshops implemented during C2 (only two were transmitted and can be published in LegendE+, the other ones are missing or were not translated). Thanks to Latvian team to give us at the same time they are sending the movies an english text, in order me to add some subtittles on YouTube when the output is edited – you can also put the english translation in the movie before to give it.

Second, all the tasks reporting grids. It seems strange, for instance, we have no sheet completed for the transversal Erasmus+ groups of students local meetings some of the high schools explain they had systematically organized (you may complete only one table for all these activities). Also, some products were delivred and putted on line (i.e. Some slides made in French by Italy) but the activity sheet is not still completed.

Third, the total amount of your spends AFTER C1 / then AFTER C2.

### III – MONITORING AND MANAGEMENT

We will come back very quickly to the results of the Plenary Committees. They undoubtedly made it possible to remove certain ambiguities: in particular regarding year 1, which is now ending. This first phase is intended to implement methods (WP4) and not to produce tangible results, except in the scope of module 2 (work package WP2 : SUR LES FRONTIÈRES).

While it goes without saying that the final documentary should provide an overview of the partnership and mobilities, it is not, a priori, intended to report on the partnership. Between C3 and C4 the students will have to find and select an original idea which will lead during C4 to the final writing of the film project, shot between C4 and C5 (see C6 if necessary). Unless we assume the initiatives of the learners, we do not have to decide at this stage what will be the central subject of the documentary (which might not be the political border nor the figure of the migrant, even if it seems a priori it is hardly conceivable that the film does not talk about all of these aspects).

Unlike the old innovative European projects, which were built around the design of a “masterpiece” (a theatrical show for Nuits Blanches, a science fiction film for E+A Noah ERASMUSPLUSANIMALS) the relevant projects of the key action 2 now lead to several parallel productions (justifying the division into work modules). The documentary is therefore only one of the expected products. There is also: the delivery of good management allowing the partnership to be effective, friendly and sustainable (WP1) the putting online of an extension site allowing the promotion of student work on knowledge of the world and the universe (WP3, mainly in school year 2) and the practice of dance (WP5) which is not an additional element of the project but on the contrary one of its pillars, and aims more to make everyone dance, including those who do not dance not used to allowing specialists to express themselves.

---

Note en Français

Bonjour chers collègues

Merci de bien vouloir trouver ci-dessous quelques informations après la fin de notre première phase pédagogique et la mise en œuvre réussie des coopérations localisées C1 et C2. Je vous enverrai en fin de semaine prochaine une note spéciale datée de mai 2024 afin de commencer à mettre en œuvre les opérations de suivi prévues par dans le cadre de notre troisième point de contrôle (*CHECK POINT 3* ; le deuxième CP a été effectué par une série de remue-méninges dont le compte-rendu figure dans la note BB12). Cette concertation doit être ponctuée par une réunion à distance / soit une visioconférence (R2) . Une note de retour d'expérience sera émise ensuite, pour rendre compte des résultats du rétrocontrôle (*feedback*) concrétisé par les échanges CP2+CP3 (comme cela a été fait en novembre après le CP1) et présenter les premiers effets sensibles (*impacts*) du projet. Nous nous servirons notamment pour mesurer les éventuels changements induits par Be.Bo.P des indicateurs retenus au début de l'implantation du partenariat (voir la page 6 du « Vade Me Cum » joint à la note +IC6).

1°) Comptes-rendus

Dans NBE+ / notre site internet dédié aux montages et à la coordination des projets : toutes les activités sont décrites et la pertinence de la mobilité est analysée (dans la rubrique « COOPÉRATIVE MOBILITIES »).

Retrouvez également - dans la rubrique SUIVI - les résultats et quelques commentaires à propos des questionnaires de satisfaction complétés tant par les enseignants que par les élèves après R1, C1 et C2. A l'avenir, l'ensemble des fiches d'activités seront disponibles dans cette partie de NOTRE BUREAU EUROPÉEN et nous ajouterons prochainement des informations sur les effets perceptibles ou impacts (dès que les retours de la concertation CP2+CP3 seront terminés).

Dans LegendE+ / notre site grand public de médiatisation : la plupart des livrables sont présentés dans la section Be.Bo.P « Les productions du partenariat » ainsi que deux extraits des interviews filmées à Riga et Baldone (section MOVIES).

2°) En attente

Nous espérons l'envoi, dès que possible :

Premièrement, de toutes les vidéos réalisées dans le cadre des ateliers coopératifs transnationaux mis en œuvre lors du voyage C2 (seuls deux films ont été transmis et peuvent être publiés dans LegendE+, les autres manquent... ou n'ont pas été traduits). Merci à l'équipe lettone de nous fournir en même temps qu'elle envoie ces vidéos un texte anglais traduisant les réponses des personnes interrogées, afin que j'ajoute quelques sous-titres sur YouTube lors de leur édition – il est également possible d'insérer la traduction anglaise dans le film avant de le transmettre.

Deuxièmement, de toutes les grilles de comptes-rendus des tâches (activités locales ou TCA à distance). Il est étrange, par exemple, que nous n'ayons pas de fiche complétée pour les réunions locales et transversales des groupes d'étudiants Erasmus+ que certains lycées expliquent avoir systématiquement organisées (vous ne pouvez remplir qu'un seul tableau pour toutes ces activités, si vous le désirez). Aussi, certains produits ont été livrés et mis en ligne (par exemple quelques diaporamas fabriqués en français par l'Italie) mais la fiche d'activité correspondante ne nous a pas encore été adressée.

Enfin, le montant total de vos dépenses, après C1 et après C2

3°) SUPERVISION ET GESTION DU PROJET

**Nous reviendrons très vite sur le bilan des réunions plénières. Elles ont sans doute permis de lever certaines ambiguïtés : notamment à propos de l'année 1, qui s'achève. Cette première phase est destinée à mettre en place des méthodes (WP4) et non à produire des résultats tangibles, sauf dans le champ du module 2 (WP2 SUR LES FRONTIÈRES).**

**S'il va sans dire que le documentaire final doit permettre de donner un aperçu sur le partenariat et les mobilités, il n'est pas, a priori, destiné à faire le compte-rendu du projet Be.Bo.P. Entre C3 et C4 les élèves auront en effet à trouver et sélectionner une idée originale, qui débouchera lors de C4 sur l'écriture définitive du projet de film, tourné entre C4 et C5 (voire C6 au besoin). Sauf à présumer des initiatives des apprenants, nous n'avons pas à décider à ce stade de ce qui sera le sujet central du documentaire (qui pourrait ne pas être la frontière politique non plus que la figure du migrant, même s'il semble a priori peu concevable que le film ne parle pas du tout de ces aspects).**

**Contrairement aux anciens projets européens innovants, qui se bâtissaient autour de la conception d'un « chef d'œuvre » (un spectacle théâtralisé pour Nuits Blanches, un film de science-fiction pour E+A Noah ERASMUSPLUSANIMALS) les projets relevant de l'action-clef 2 débouchent à présent sur plusieurs productions parallèles (justifiant la découpe en modules de travail). Le documentaire n'est donc que l'un des produits attendus. Il y a aussi : la livraison d'une bonne gestion permettant que le partenariat soit efficient, convivial et durable (WP1) la mise en ligne d'un site de vulgarisation permettant de valoriser les travaux des élèves sur la connaissance du monde et de l'univers (WP3) attendus essentiellement en années 2, et la pratique de la danse (WP5) qui n'est pas un élément annexe du projet mais au contraire l'un de ses piliers, et vise plus à faire danser tout le monde, y compris ceux qui ne dansent pas d'habitude qu'à permettre à des spécialistes de s'exprimer.**



# Be.Bo.P +IC15

## SECOND & THIRD CHECK POINTS



*Objet : contrôle cadencé dans le cadre du suivi du projet 2023-1-FR01-KA220-SCH-000155528*

*Points d'étape CP2 et CP3 en Avril-Mai 2023 (en amont de la réunion transnationale R2). Le Feedback (rétrocontrôle) fera l'objet d'une communication en juin, après la complétion du questionnaire sur les effets du projet (en pièce-jointe) et la visioconférence pré-citée.*

**+ IC15 IS PUBLISHED IN THE FRAMEWORK OF THE SECOND TRANSNATIONAL MEETING R2 (to be implemented the 31<sup>st</sup> of May)**

**Reminder : A NOTE FOR THE CONCLUSION OF FEEDBACK WILL BE PUBLISHED AFTER R2 (the conclusive « desk check seminar » of the first school year /which is also the first pedagogic phase) ; it means we'll do it in June after the completion of the Impacts Survey given in attachment.**

### Summary

1. *SUIVI PÉDAGOGIQUE ET IMPLANTATION DES TÂCHES FOLLOW UP (page 2)*
2. *GESTION FINANCIÈRE GRANTS MANAGEMENT (page 2)*
3. *RETOUR D'INFORMATION SUR LES EFFETS IMPACTS (page 2)*
4. **Vadé-mecum GUIDE (selection system and educational strategy (pages 3-8))**

1. *SUIVI DES TÂCHES* La liste des activités locales et des ateliers transnationaux dressés d'après la compilation des feuilles de compte-rendu transmises au Coordinateur International paraît encore incomplète : il manque en effet les fiches correspondant aux réunions du groupe ERASMUS+ dans les écoles qui ont implanté les tâches en dehors des cours ordinaires.

**TASK TRACKING** The list of local activities and transnational workshops drawn up from the compilation of the report sheets sent to the International Coordinator still appears incomplete: the sheets corresponding to the ERASMUS+ group meetings are missing in the schools which implemented the tasks in outside of regular classes.

2. *BUDGET ET DÉPENSES* Be.Bo.P 2023-1-FR01-KA220-SCH-000155528

We absolutely need this information and it is still missing. We cannot ask for other grants without... but only CESME was on time to give the datas !

PARTNER	Part of the first payment of 40 %	Amount of spends after C1	Amount of spends after C2
	100 000 €		
FRANCE	(55 500) 22 400		
ITALY	(38 500) 15 400		
ROMANIA	(38 500) 15 400		
TURKEY	(38 500) 15 400	993	9209 : 60%
LATVIA	(38 500) 15 400		
PORTUGAL	(40 500) 16 200		

3. *QUESTIONNAIRE SUR LES PREMIERS CHANGEMENTS INDUITS* Please use the Open Office sheet devoted to impacts, given with this special note

4. *PROGRAMME DE LA RÉUNION R2 - Summary*

<i>questions pendantes</i>	pending questions
<i>perspectives sur l'année 2 :</i>	outlook for year 2:
<i>boîte à idées en ligne</i>	online suggestion box
<i>contenus des coopérations C3 et C4</i>	contents of C2 and C3 cooperation
<i>priorités pédagogiques</i>	educational priorities
<i>stratégies budgétaires</i>	budget strategies
<i>questions en vue du rapport intermédiaire</i>	<b>questions for the interim report</b>

5. *RETOUR SUR L'ORGANISATION LOCALE ET LA SÉLECTION DES APPRENANTS*



## Selection of participants and educational organization / Final clarification

FRENCH TEXT PP 3-5/ ENGLISH TRANSLATION PP 6-8

### Sélection des participants et organisation pédagogique /

### Mise au point définitive

#### Généralités

**VADE ME CUM** Dans toutes les écoles, on décrira : un noyau dur dans lequel on puise le candidats aux mobilités, et un groupe-cible élargi qui est appelé à faire vivre le partenariat (dont beaucoup des échanges et des productions se font à distance). Des éléments supplémentaires sont concernés ponctuellement par certains des ateliers de soutien mis en place localement, ou même dans le cadre de coopérations transnationales en distanciel.

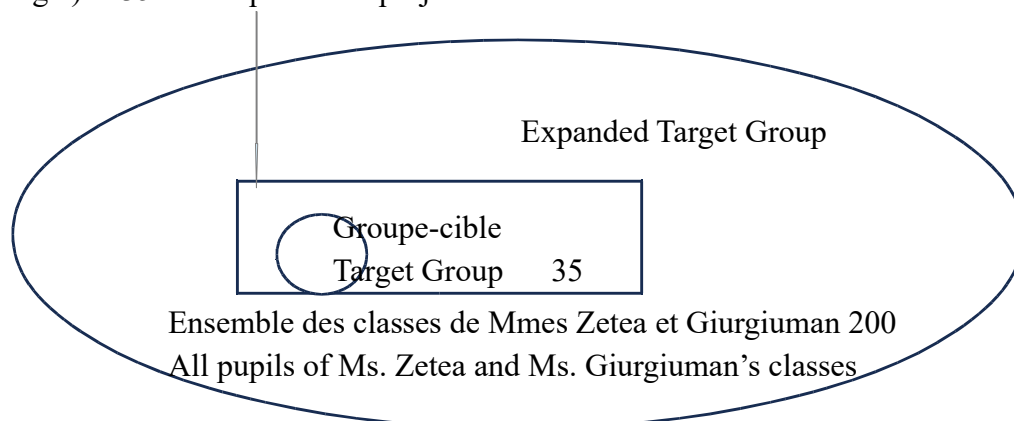
Deux cas de figure dans la sélection des apprenants bénéficiaires des mobilités : soit la Direction du lycée a imposé son propre système à l'équipe pédagogique et les élèves ont été choisis par un jury tout à fait extérieur (Roumanie) soit les professeurs assumant la déclinaison locale du partenariat Be.Bo.P sont pleinement responsables de la désignation des élèves accomplissant les coopérations localisées

Deux cas de figure dans l'implantation des tâches liées au projet : soit la plupart des activités sont mises en œuvre dans le cadre des cours ordinaires et en rapport avec les programmes académiques (France, Portugal) soit, tout au contraire, un groupe d'étudiants ERASMUS+ est constitué qui accomplit ses tâches en dehors de la classe, laquelle ne sert de cadre au déploiement pédagogique du projet que de manière irrégulière ; cette dernière solution est choisie par des écoles secondaires localisées dans des pays où les après-midis sont libres ou allégés.

#### ROUMANIE

Sélection par un jury externe et suite à un grand appel à candidature orchestré par la Direction du Colegiul Economic « Iulian Pop » :

25 lycéen.ne.s entre 16 et 19 ans appelés à voyager éventuellement (noyau dur - core target) et 35 élèves portant le projet

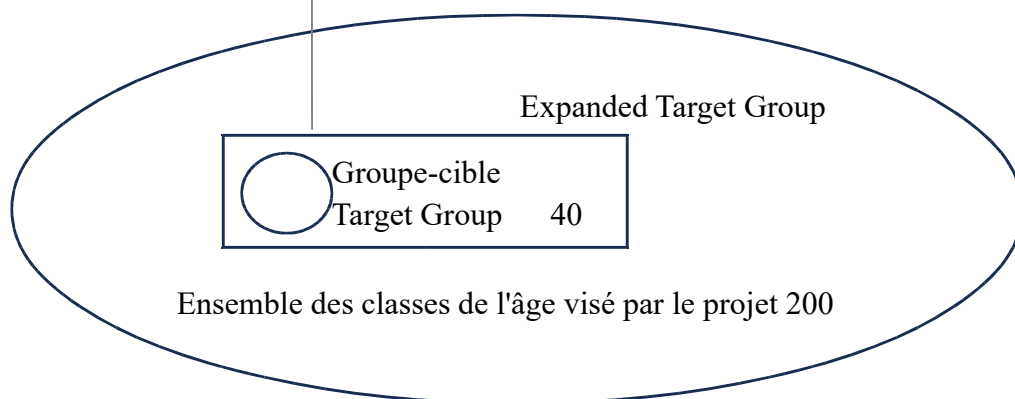


*une à deux réunions du Groupe-Cible sont prévues de manière systématique (encadrant chaque mobilité) en plus de réunions supplémentaires si nécessaires ; enfin des travaux sont aussi réalisés en cours*

**VADE ME CUM** LETTONIE

Sélection par un jury comprenant essentiellement les professeurs en charge de piloter le partenariat à Baldone, sur la base de lettres de motivation et suite à un appel à candidature étendu à toute l'école.

40 lycéen.ne.s entre 16 et 19 ans dont au moins 25 appelés à voyager éventuellement (noyau dur - core target)

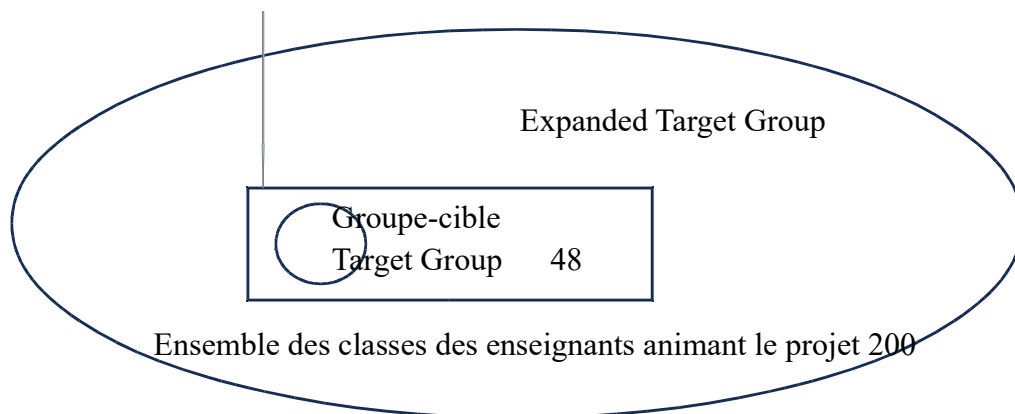


*trois à quatre réunions du Groupe-Cible sont prévues de manière systématique chaque mois ; des ateliers de soutien peuvent être mis en place dans le cadre du cours*

**ITALIE**

Sélection par les professeurs en charge de piloter le partenariat à Rome et sur la base de leur motivation et non des résultats d'un noyau dur de 25 apprenants, dans lequel la parité des genres et la diversité des origines socio-culturelles ont été respectées

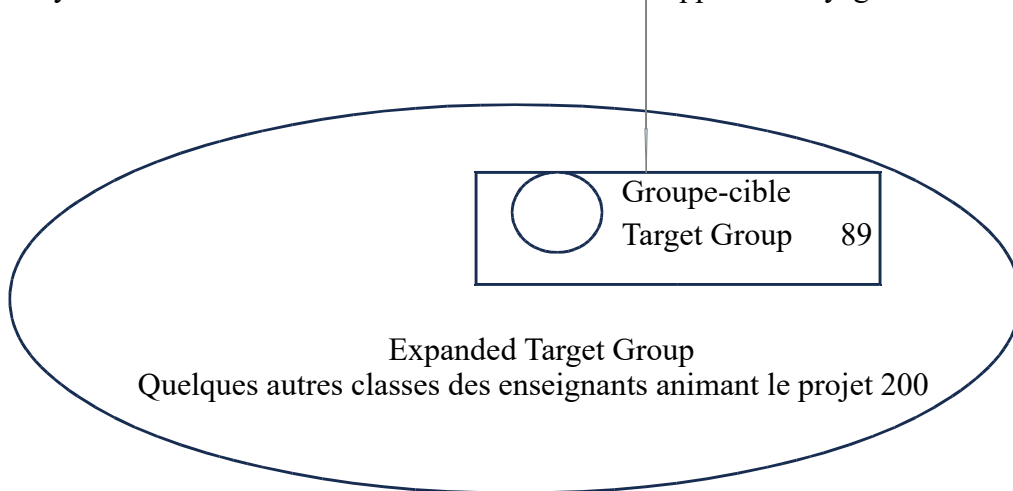
25 lycéen.ne.s entre 15 et 16 ans appelés à voyager éventuellement (core target)



*quatre grandes réunions de l'ensemble du Groupe-Cible sont prévues de manière systématique autour de chacune des mobilités (et une dizaine de petites réunions ne concernant à chaque fois que les élèves voyageurs)*

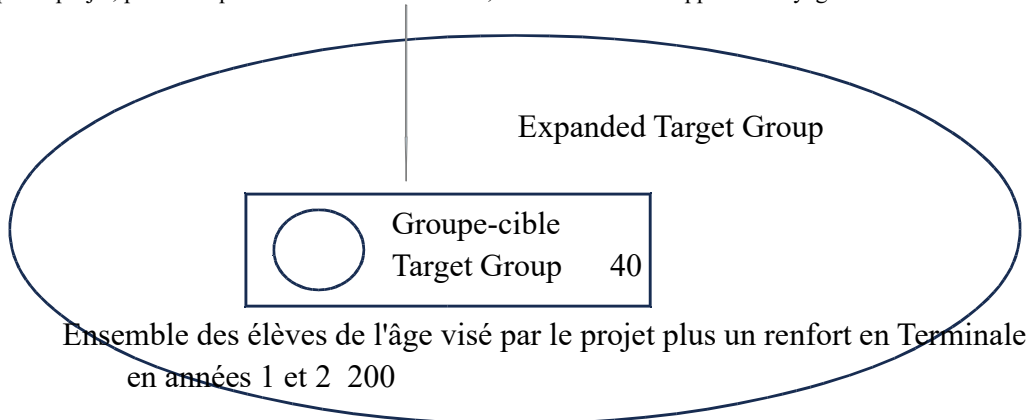
Le groupe-cible n'est pas issu d'un processus de sélection mais regroupe les apprenants inscrits dans quatre classes prises en charge par les professeurs pilotant le partenariat à Montijo. Deux classes de Géographie, deux classes de Littérature. Dans cet effectif, 15 apprenants ont été sélectionnés par les enseignants, sur la base de leur forte motivation et de leur compétence, pour constituer le socle du Noyau Dur appelé à prendre part aux coopérations localisées. D'autres élèves sont susceptibles d'être choisis en fonction de l'évolution de leur investissement.

89 lycéen.ne.s entre 13 et 18 ans dont au moins 15 appelés à voyager éventuellement (core target)



*les tâches assignées au partenaire par la candidature commune sont presque exclusivement effectuées dans le cadre des leçons et autres activités ordinaires*

RAPPEL : FRANCE Le groupe-cible est prédéfini en fonction de la correspondance entre les thématiques du projet et les programmes scolaires et regroupe les apprenants des classes prises en charge par les principaux professeurs pilotant le partenariat. Principalement, les élèves de latin-grec (ECLA), et ceux d'une classe de Première Spécialité HGGSP (20 élèves). La génération d'élèves en ECLA en seconde constitue le noyau dur des élèves éventuellement appelés à voyager (10) avec des renforts pris en Première et, ponctuellement, en Terminale. Au total, 200 lycéen.ne.s entre 15 et 18 ans sont intéressés par le projet, parmi lesquels : un vivier de 40 élèves, dont certains sont appelés à voyager .



*les tâches assignées au partenaire par la candidature commune sont pour l'essentiel effectuées dans le cadre des leçons et autres activités ordinaires, mais des ateliers de soutien sont aussi organisés ; en première année : onze mobilités ont été réalisées, tous les volontaires désireux de prendre part à C1 et C2 ont en effet été appelés (sur ces 22 élèves, 18 élèves pris en ECLA et en HGGSP – le noyau dur – plus deux renforts de terminale et deux renforts de première).*

**General**

In all schools, we will describe: a hard core from which we draw mobility candidates, and a broader target group which is called upon to keep the partnership alive (many of the exchanges and productions are done remotely).

Additional elements are occasionally affected by some of the support workshops set up locally, or even within the framework of transnational remote cooperation.

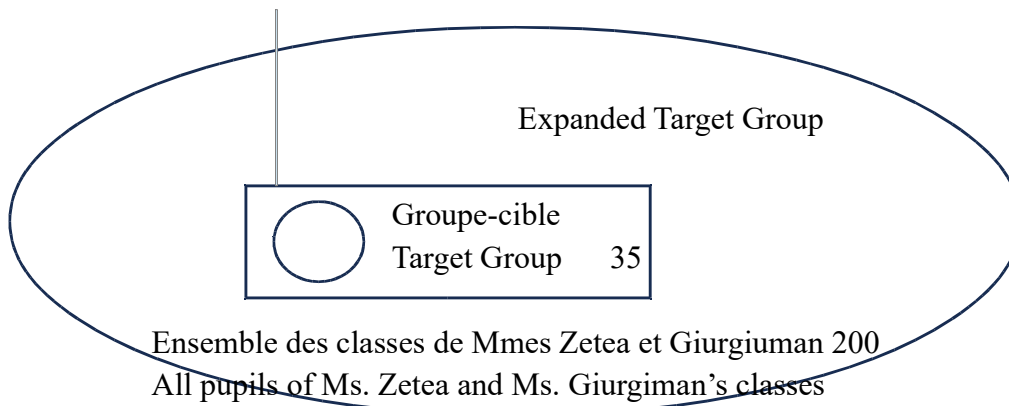
Two scenarios in the selection of learners benefiting from mobility: either the high school management imposed its own system on the teaching team and the students were chosen by a completely external jury (Romania) or the teachers assuming the variation of the Be.Bo.P partnership are fully responsible for the designation of students carrying out localized cooperation

Two scenarios in the implementation of tasks linked to the project: either most of the activities are implemented within the framework of ordinary courses and in relation to academic programs (France, Portugal) or, on the contrary, a group of ERASMUS+ students are made up of students who carry out their tasks outside the classroom, which only serves as a framework for the educational deployment of the project on an irregular basis; this last solution is chosen by secondary schools located in countries where afternoons are free or reduced.

**ROMANIA**

Selection by an external jury and following a major call for applications orchestrated by the Management of Colegiul Economic “Iulian Pop”:

25 high school students between 16 and 19 years old called to possibly travel (hard core - core target) and 35 students carrying out the project  
 lycéen.ne.s entre 16 et 19 ans appelés à voyager éventuellement (noyau dur - core target) et 35 élèves portant le projet

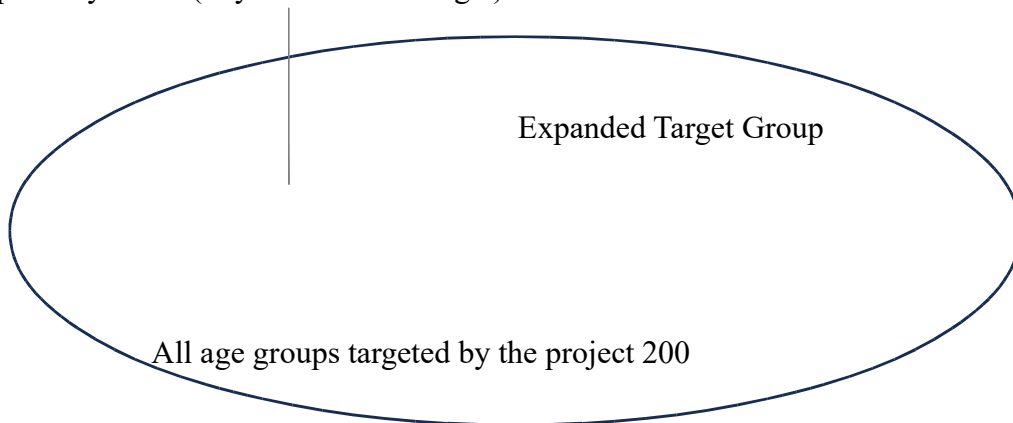


*one or two meetings of the Target Group are planned systematically (supervising each mobility) in addition to special meetings if necessary; finally work is also being carried out in progress*

LATVIA

Selection by a jury comprising mainly the teachers in charge of locally piloting the partnership, on the basis of cover letters and following a call for applications extended to the entire school.

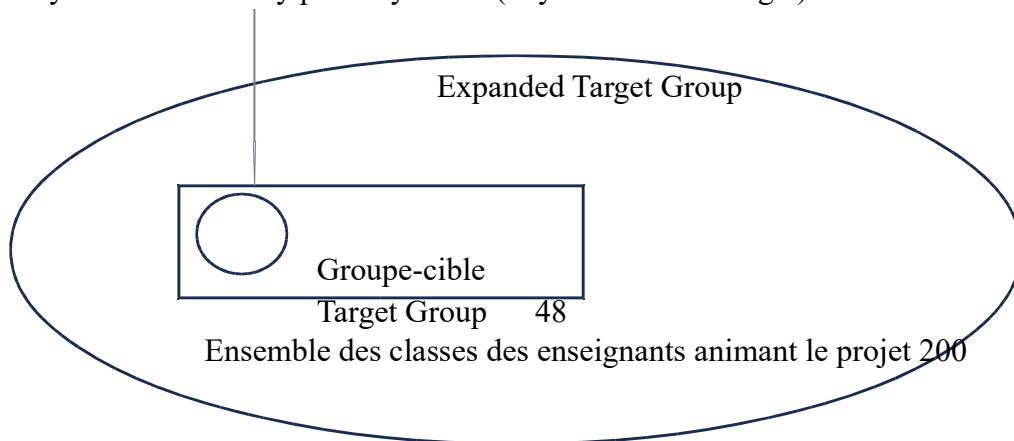
40 high school students between 16 and 19 years old including at least 25 who may possibly travel (noyau dur - core target)



*three to four Target Group meetings are planned systematically each month; support workshops can be set up as part of the courses*

ITALY

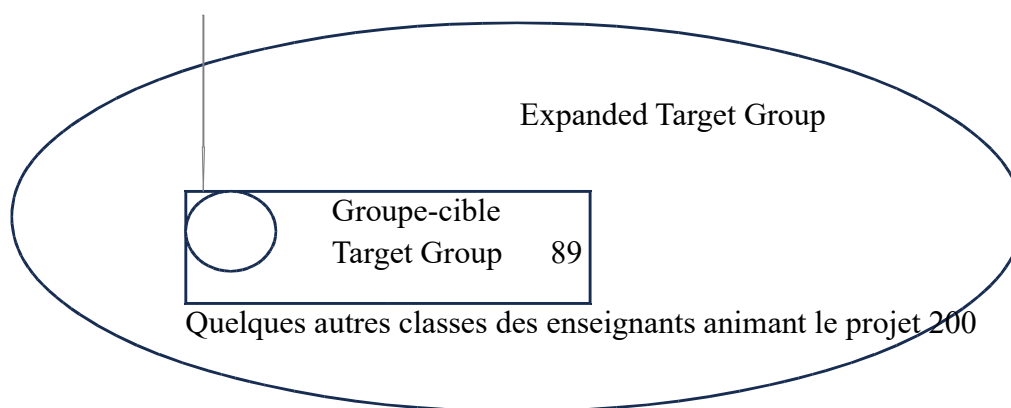
Selection by the teachers in charge of piloting the partnership in Rome and on the basis of their motivation and not the results of a core group of 25 learners, in which gender parity and the diversity of socio-cultural origins were respected: 25 high school students between 15 and 16 years old who may possibly travel (noyau dur - core target)



*four large meetings of the entire Target Group are planned systematically around each of the mobilities (and around ten small meetings each time only concerning the traveling students)*

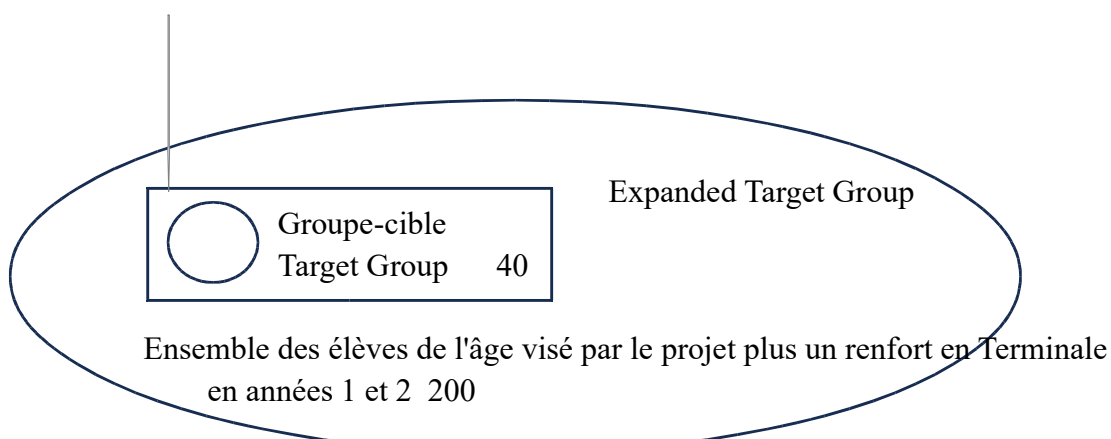
PORTUGAL

The target group does not come from a selection process but brings together learners registered in four classes supported by the teachers managing the partnership at Montijo. Two Geography classes, two Literature classes. From this number, 15 learners were selected by the teachers, on the basis of their strong motivation and their skills, to constitute the base of the Hard Core called to take part in localized cooperation. Other students are likely to be chosen depending on the evolution of their investment. 89 high school students between 13 and 18 years old including at least 15 expected to travel possibly (core target)



*tasks assigned to the partner by the joint application are almost exclusively carried out within the framework of lessons and other ordinary activities*

REMINDER: FRANCE The target group is predefined according to the correspondence between the themes of the project and the school programs and brings together the learners of the classes covered by the main teachers piloting the partnership. Mainly, Latin-Greek students (ECLA), and those in a HGGSP First Specialty class (20 students). The generation of second year ECLA students constitutes the hard core of the students who may be called upon to travel (10) with reinforcements taken in first year and, occasionally, in final year. In total, 200 high school students between 15 and 18 years old are interested in the project, including: a pool of 40 students, some of whom are expected to travel.



*Tasks assigned to the partner by the joint application are mainly carried out within the framework of lessons and other ordinary activities, but support workshops are also organized; in the first year: eleven mobilities were carried out, all volunteers wishing to take part in C1 and C2 were in fact called (of these 22 students, 18 students taken in ECLA and HGGSP – the hard core – plus two reinforcements from final year and two first reinforcements).*



# BeBoP16 (Be.yond.Bo.undaries: People)



28/04/2024 – Sixteenth INTERNATIONAL COORDINATION note BB16

## REMOTE WORKSHOPS / ERASMUS MOB

Hello Dear friends.

Please find here the previsionsal timeline for the special week dedicated to transnational opening the Lycée Ravel wishes to implement between the 27th to the 31st of May. See if you might be interested in participating in certain activities, within the framework of the Be.Bo.P cooperative partnership or not.. We'll have talks about this question during this week in order to fix the planning. Turkish team will find also the graphic description of the local strategy for selection and educational tactic wixh were carried out in Cesme (page 12 of our common "Vade-mecum", other countries' datas in +IC15 / Feedback CP2+3). The Ulusoy team can give me all the instructions to correct any errors or misunderstandings in this presentation – as all partner schools are invited regarding their own situation. BEST REGARDS!

### ERASMUS MOB 2024

thème : ENGAGEMENT CITOYEN, ENGAGEMENT EUROPÉEN				
LUNDI 27 MAI OU MARDI 28 MAI	MARDI 28 MAI	MERCREDI 29 MAI	JEUDI 30 MATIN	VENDREDI 31 MAI
8.13 / 9.00	12.15 / 13.00	10.30 / 12.00	10,30 / 12,00	French-Norxay wokshops
L'ENGAGEMENT échanges en Français	 échanges en Français avec les élèves du pôle STENDHAL (Soriente)	FRONTIERS AND ARTS  Be.Bo.P WORKSHOP  with students present in C1 and/or C2	Be.Bo.P WORKSHOP  with students present in C1 and/or C2	
  <i>avec des élèves étrangers apprenant le Français</i>	et en Anglais avec d'autres s'il y en a	SI L'HORAIRE EST COMPATIBLE avec les élèves du pôle Calamendrei  (Omnis, Vozzi)	<b>JEUDI 30 APRÈS- MIDI</b>  15.30/17.00  GOOD AN BAD EFFECTS OF TOURISM	<b>TRANSNATIONAL MEETING</b>  <b>FOR Be.Bo.P PROJECT HOLDERS</b>  <i>POSSIBILITY OF A LECTURE</i>  <i>WITH SPANISH COLLEAGUES AND THE HELP OF THE LOCAL COUNCI</i>
		17.15 / 18,00  <b>WARS</b>		



MORE INFORMATION ON WHAT IS ERASMUS MOB : see the former editions online <https://erasmusplusanimals.franceserv.eu/index.php/videos>

## TÜRKIYE

ALL THE STUDENTS IN THE ERASMUS group are volunteers. The final selection was done by the teachers holding the project. Three meetings each week for the students concerned.

*Trois réunions chaque semaine pour les élève concernés : tous sont des volontaires, dont la sélection ultime a été faite par les professeurs en charge du projet.*

50 high school students in the target group

17 pupils are called to possibly travel (hard core - core target) 17 lycéen.ne.s entre 16 et 19 ans appelés à voyager éventuellement (noyau dur - core target) et 50 élèves portant le projet

