



SUMMARY

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appel du 22/03/2023

le Chef de Projet

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PROJET DE PARTENARIAT Be.Bo.P / Be.Bo.P INITIATIVE CHART

I- 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.

GOALS (General objectives)

SPECIFIC OBJECTIVES

CUTTING INTO SUB-PROJECTS

Activities in the Work Package

1. 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)

MODULE WP1 – PROJECT MANAGEMENT

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 ed

A1/A2/A3

2. 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

MODULE WP3 – Sur les Frontières LEARNING SESSIONS

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

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

A4/A5/A6-A7/A8/A9

3. 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 »

MODULE WP 4 – Dans tout le Royaume

STUDY TRAVELS AND MAIN INTELLECTUAL OUTPUT

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)

A10/A11/A12

4. 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")

MODULE W5 – Danser sur une petite planète

TRAINING SESSIONS AND DELIVERABLES

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

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

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

A13/A14/A15

PRIORITY 2: inclusion and diversity in all areas of education: **PRIORITY 3** promote a holistic approach to learning; themes T1 European identities and values T2 prevention of racism T3 key competence

II - structure

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

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

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

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

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

1.3A Funds dispatching

	FR	ITA	LV	TR	RO	PT
M1 PM 21500	16500	1000	1000	1000	1000	1000
M2 WP2 124500	29000	17000	17000	17000	17000	27500
M3 WP3 16000	3500	2500	2500	2500	2500	2500
M4 WP4 56000	4500	12000	12000	12000	12000	3500
M5 WP5 32000	2000	6000	6000	6000	6000	6000
250 000	55500	38500	38500	38500	38500	40500

1.3B TIMELINE AND GANTT CHART

See on :

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

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

R1 meeting main issues will be to design the Quality Control tools but also to fix definitively the schedule from the prefigured timeline ; some change will be perhaps necessary, dependind of the evaluators' answers to the application for funding and the weaknesses they eventually notice and wish us to meliorate to prevent some possible errors

II – leads for activities' assement

1°) GLOBAL RELEVANCE

One transversal indicator is applied to all the parts of the cooperative action.

PLEASE FIND IT IN THE APPLICANT FORM

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

A sample:

GOAL O3 “to do field trips....” 1st year of the project	LYCEE MAURICE RAVEL SAINT-JEAN-DE-LUZ 2017-2018
TARGETED GROUP	Seconde 4 (35 students) INTERDISCIPLINARY ACTIVITIES : SVT HG PHI
TEACHERS	VANDERPLANCKE GEOFFROY ROUSSEAU PUYJALON TANGUY LESTEL
GOALS	<ul style="list-style-type: none">• to study animals on the water front and meet people who want to preserve nature• to study salmons and meet scientists working on this fish• to study animals in local Christian cultural heritage
ACTIVITIES	A walk to the sea shore: catching specimens, talking with CPIE A bus Journey to St-Pée (on the Nivelle River) and to Bayonne: reporting about INRA activities and animals in the Cathedral
WHEN	Walk the 24 th of November, 2017, journey the 20 th of March
IMPACTS	Knowledge of coastal animals, salmons and biodiversity, mythic and real animals in the Middle Age civilization

OUTPUTS	Movies were done and given to the Geography and History teacher, some were published online
DISSEMINATION	All the videos are in the Twinspace, some of the best ones are edited with comments on the local NBE+ website. Activities are presented in our NOAH spot (reports section) and the local newspaper (Sud Ouest) has made an article about INRA visit.
COMMENTS	We planned to do two field trips in each school during the first year. It was done in French case
LIST OF TASKS	CONNECTED TO SPECIFIC OBJECTIVES
operational objectives	(this time it is not the real completion: sample)
TASK1	related to objective 1, activity 2
TASK2	related to objective 2, activity 3
TASK3	related to objective 3, activity 3
TASK4	no relevant

2° MOBILITIES

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

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

3° ACTIVITIES

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

3.1 PROJECT MANAGEMENT A13/A14/A15

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

3,2 WORKSHOPS

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

FIND INSPIRATION IN THIS PAGE from a former partnership)

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

REMINDER FIRST THE “BASIC” SKILLS

Eight skills to be enhanced:

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

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

For the beneficiary

Lycée Maurice Ravel

affaire suivie par M Vanderplancke chef de projet (IC) et Mme Augé, copilote et principale animatrice pédagogique
le 21 mars 2023

