

HANDBOOK – PROJECT MANAGEMENT



TABLE OF CONTENTS

1. INTRODUCTION 4

2. ABOUT DISCO 5

3. PARTNERS 7

 3.1. SOUTH EAST EUROPEAN UNIVERSITY TETOVO 7

 3.2. Pakize Kokulu Anadolu Lisesi 7

 3.3. SSOU MOSHA PIJADE - Tetovo 7

 3.4. INERCIA DIGITAL 7

 3.5. ZENDENSINO - Cooperativa de Ensino IPRL 8

4. TIMESHEET 9

5. TIME MANAGEMENT 12

6. EVALUATION 13

7. CONFLICT RESOLUTION PROCESSES 15

8. INDICATORS OF ACHIEVEMENT (QUANTITATIVE AND QUALITATIVE) 16

9. PROJECT MANAGEMENT AND IMPLEMENTATION 17

 9.1. WP1: Project Management 17

 9.2. WP2 Study of best practices and case studies 17

 9.3. WP3 Training on methodology on ICT in education 18

 9.4. WP4 Digital School Distinction 18

 9.5. WP5 Dissemination multiplier events 18

10. INTELLECTUAL OUTPUTS 20

 10.1. Project Management Handbook 20

 10.2. Education staff needs for ICT integration in Schools / Research Analysis 20

 10.3. Training material on methodology in ICT integration in education 21

 10.4. Handbook for schools 21

 10.5. Digital Tools: Website and Open Educational Resource to make material accessible.
21

| | | |
|---------|--|----|
| 10.5.1. | Project website | 21 |
| 10.6. | Logo, Media, Press material for dissemination purposes | 22 |
| 11. | MULTIPLIER EVENTS | 25 |
| 11.1. | Part I | 25 |
| 11.2. | Part II | 25 |
| 12. | TRAINING ACTIVITIES | 27 |
| 13. | IMPACT | 28 |
| 14. | DISSEMINATION AND USE OF PROJECTS' RESULTS | 31 |
| 15. | RIGHTS AND OBLIGATIONS | 34 |
| 16. | SUBMISSION OF REPORTS AND OTHER DOCUMENTS | 37 |

1. INTRODUCTION

This project management handbook is intended for anyone who is involved in DISCO Erasmus+ Project. It was written for illustrating the management and reporting procedures to be followed by all partners.

On the basis of this Handbook, monitoring the progress of the project against the Work Plan and taking corrective actions where necessary.

2. ABOUT DISCO

The Survey of schools: ICT in Education, (Digital Agenda for Europe) outline how the ICT provision and use in European schools is improving but several obstacles remain. Firstly, teachers still believe that insufficient ICT equipment is the biggest obstacle to ICT use in many countries. Secondly, whilst teachers are using ICT for preparing classes, ICT use in the classroom for learning is infrequent. Teacher training in ICT is rarely compulsory and most teachers devote spare time to private study. Thirdly, students and teachers have the highest use of ICT and ICT learning-based activities when schools combine policies on ICT integration in teaching and learning. However, most schools do not have such an overarching policy. Therefore, it is not surprising that teachers generally believe that there is a need for radical change to take place for ICT to be fully exploited in teaching and learning.

Despite the fact that having access and positive attitudes towards implementing ICT into their teaching and learning, teachers often find this difficult and require on-going support - not only technical but also pedagogical.

The data also reveal how there are relevant differences in ICT integration in Education approach among European countries, for this reason European education community need room for debate good practices in the the field of ICT in teaching and management of education activity. For this reason and to harmonize schools and policy approach the project is carry out internationally.

Throughout the planned activities the project want to enhance the key competences and skills on ICT and learning performance of young people attending schools, through promoting quality improvements, innovation excellence at the level of education, in particular through enhanced transnational cooperation between education and training providers and other stakeholders in the field of ICT integration in Schools (teaching and management).

Moreover, the project intend to boost the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernization of education systems, in particular through enhanced dissemination of good practices and cooperation.

Enhancing digital integration in learning, teaching, at various levels: supporting ICT-based teaching, as well as ICT-based assessment practices. In particular, supporting teachers, educational staff in acquiring or improving the use of ICT for learning and related digital competences.

To gain this goal the programme foster a long term cooperation between schools and other research and training organizations with a view on ICT integration in education establishing exchanges of good practices, for the creation of a dedicated network; to do so the programme proposes a set of activities for the establishing of a ICT Integration in School Distinction. Selected Schools will participate in several activities such as: studies of best practices, training workshops, dissemination events.

DISCO is based on the use of a variety of equipment, tools, etc. provided by the partners involved in this project and will be available nationally and internationally, to end-users. At a local level schools will have better qualified and aware education staff regarding ICT in education, is expected that the products resulting from this project will be used not only by the end-users such by the entities participating in the project, teachers, non-profit organisations and local authorities working in the field of education and education provider directly through the website or by visiting the entities involved in the project, bearing in mind the objective of the project to help improve the quality of ICT education and ICT skills for young people.

At the regional level DISCO will have an overall impact because of the participatory and integrated approach to all actors and stakeholders involved in promoting ICT education. They all contribute to the development, testing and evaluation of project results.

At a national and European level the transnational cooperation between education and training providers and other stakeholders in the field of ICT integration in Schools, enhanced and boosted awareness on the importance of education systems modernisation, in particular through the enhanced dissemination of good practices and cooperation among European schools and education staff community.

3. PARTNERS

The choice of the partner was done by the analysis of several profiles and by direct contact with the partner organisations that share our same values, with a proven experience in one of these sectors: in the field of education, digital competences training; international and european experiences, projects for the integration of ICT in Education, research on integration of ICT in Education, great commitment with the topic of the project.

3.1. SOUTH EAST EUROPEAN UNIVERSITY TETOVO

Is a model for multi-ethnic, multi-lingual higher education in South East Europe, has been chosen as leader partner for:

Its experiences in European and international project management

SEEU has developed 65 research projects from internal research funds, 29 TEMPUS projects as well as has been coordinator in other international research projects funded by FP7 (The seventh Framework programme) funded by the European Commission, RRPP (Regional Research Promotion Programme in the Western Balkans), UNDP funded projects, ASO funded projects (The Austrian Science and Research Liaison Offices), etc.

Its academic expertise in the topic of the project as Dr.Ing. Lejla Abazi-Bexheti, PhD candidate M-r. Marika Apostolova Trpkovska, BSc. Burim Ismaili, profiles demonstrate.

3.2. PAKIZE KOKULU ANADOLU LİSESI

Is a big dimension school in the Turkish, it has a little experience in ICT and European projects and it is investing in professional trainings of its Staff. Its participation is fundamental to understand necessities of all kind of school especially those with less experience and in disadvantage situation. Moreover is the occasion for the school to be in contact with different realities in Europe and improve the quality of its teaching activities.

3.3. SSOU MOSHA PIJADE - TETOVO

Is a Vocational High School in Tetovo city, since many years has started a process of modernization with a high involvement of ICT. Its experiences and international profile will help to understand better the real challenges that schools face in improving ICT integration in learning and teaching activities.

3.4. INERCIA DIGITAL

Is an enterprise specialized in digital and ICT skills training and respond to the demand for trained digital professionals? Its background in the field of training in web-business is attested by its profile and activities with a specific focus on online business, web entrepreneurship; digital skills, ICT and e-learning. In the lasts years, the company has developed specific training course on the use of ICT in teaching. Another decisive factor for

collaborating with Inercia Digital is its experience in other European and International projects.

3.5. ZENDENSINO - COOPERATIVA DE ENSINO IPRL

Is a VET center, Zendensino looks to transmit the integral and integrative school training, through development of new techniques and cognitive abilities Its main aim as an institution is to recognize human and affective skills, infusing the values of European citizenship in the student's mentality and preparing them for challenges of the modern society. It has long experience in providing course and activities on its territory with great effort of dissemination for the involvement of all local community. For this reason it will be responsible of the dissemination of the project.

4. TIMESHEET

| | Oct-15 | Nov-15 | Dec-15 | Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 | Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | IM3 | IM4 | IM5 | IM6 | IM7 | IM8 | IM9 | IM10 | IM11 | IM12 | IM13 | IM14 | IM15 | IM16 | IM17 | IM18 | IM19 | IM20 | IM21 | IM22 | IM23 | IM24 | IM25 | IM26 | |
| Project activity* | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 Preparation | | | | | | | | | | | | | | | | | | | | | | | | | |
| A2 Project Management (time and budget) | | | | | | | | | | | | | | | | | | | | | | | | | |
| A3 Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | |
| A4 Implementation | | | | | | | | | | | | | | | | | | | | | | | | | |
| A4.1 Study of best practices and case studies | | | | | | | | | | | | | | | | | | | | | | | | | |
| A4.2 Training on methodology on ICT in education | | | | | | | | | | | | | | | | | | | | | | | | | |
| A4.3 Digital School Distinction | | | | | | | | | | | | | | | | | | | | | | | | | |
| A4.4 Dissemination multiplier events | | | | | | | | | | | | | | | | | | | | | | | | | |
| A5 Report | | | | | | | | | | | | | | | | | | | | | | | | | |
| O1/A1/A2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| O2/A4.1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| O3/A4.2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| O4/A4.1/A4.2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| O5/A4.1/A4.2/A4.3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| O6/A4.4/A4.3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| M1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| M2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| M3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| M4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| M5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E7 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E8 | | | | | | | | | | | | | | | | | | | | | | | | | |
| E9 | | | | | | | | | | | | | | | | | | | | | | | | | |
| C1 | | | | | | | | | | | | | | | | | | | | | | | | | |

Before the start of the activities all partners will be invited to sign a bilateral agreement where the terms and conditions will be included. The tasks and responsibilities of each partner will be included in this document.

The terms and conditions will include:

- ❖ Coordinator's role in the project (responsibilities and obligations)
- ❖ Partner's role in the project (responsibilities and obligations)
- ❖ General Project Work Plan (agreed by all partners in the first transnational partner meeting)
- ❖ Minimum requirements for a quality project implementation
- ❖ Reporting phases, reporting documents needed, (technical and financial)
- ❖ Funding received by each partner
- ❖ Payment methods and percentages
- ❖ Intellectual Property rights agreement.
- ❖ Conflict resolution measures

Project coordinator will be responsible for:

- ❖ establish partner agreements
- ❖ elaborate management tools
- ❖ prepare project documentation for and after partner meetings
- ❖ coordinate the 5 partner meetings
- ❖ support the development of a work plan
- ❖ prepare and submit progress and final reports
- ❖ ensure good communication among partners
- ❖ monitor the project management and finances
- ❖ present guidelines for intermediate reporting to all partners and information gathered

After the signature of bilateral agreements, SEEU, as coordinator of DISCO, will propose project partners to hold a Skype meeting in order to:

- ❖ assure the proper understanding of each one activities and responsibilities.
- ❖ organise aspects about the first transnational meeting that will take place in Skopje October 2015

This will be done in September 2015.

SEEU will also organise the proper budget control and time management by making files for managing the work of partners. The tools will be presented during the first meeting in order to show the partners what is expected from them.

A budget control and a time management will be made effective by the coordinator of DISCO, SEEU. Indeed, SEEU will establish an overall strategy that will allow controlling all the project management issues: activities and budget expenses.

All project partners should collaborate with SEEU in the proper budget control and time management, by giving answer to all the requirements related to it. For doing it, SEEU will sign agreements with all partners in order to settle these terms and conditions that will include:

- ❖ Coordinator's role in the project (responsibilities and obligations)
- ❖ Partner's role in the project (responsibilities and obligations)
- ❖ General Project Work Plan (agreed by all partners in the first transnational partner meeting)
- ❖ Minimum requirements for a quality project implementation
- ❖ Reporting phases, reporting documents needed, (technical and financial)
- ❖ Funding received by each partner
- ❖ Payment methods and percentages
- ❖ Intellectual Property rights agreement.
- ❖ Conflict resolution measures

In addition, as the project duration will be 26 months, the coordinator will establish regular reporting milestones in order to monitor project activities' development and budget execution. It is important to monitor if partners are spending the project funding according to the rules established by the programme and according to the Work Plan.

Transnational Partner Meetings will be the most useful way of controlling these milestones. Indeed, it is important that project coordinator take the occasion in transnational meetings of sit face to face with each partner and make the point of the situation.

5. TIME MANAGEMENT

Time management will be maintained to having a robust set of deadlines, milestones, deadline reminders and ultimately having a staff member of the lead project partner in charge of monitoring and maintaining deadlines. Deadlines will initially be set in the project bid for each activity, but are flexible and can be reviewed if project circumstances, and partners, deem it necessary. Potential risks, issues and unforeseen events will be taken in to consideration when setting deadlines.

Time management will also involve individual partners managing their resources, minimizing and mitigating internal and external time risks and through constantly reviewing their progress towards goals. These individual time management plans will be created according to pro formas provided by the project lead. Where appropriate partners will work in similar project tasks, such as the pilot, at the same time so that efforts are focused and consolidated (and enable skype chats to be had and Google Docs to be utilised for work).

6. EVALUATION

The methodological management of the mechanisms for monitoring and ensuring quality is the responsibility of our partner INERCIA DIGITAL project. The periodical revision of the implementation of the project is part of the quality management plan. The evaluation is a continuous process that analyzes during the life of the project, the extent to which the project environment and objectives have changed from the original ones and the impact that those deviations may have in the final project outputs.

With the purpose of achieving excellence in the evaluation process, INERCIA DIGITAL has been performing an internal evaluation of each partner as one of the means to reach the transparency in the project from the inside out.

First of all, INERCIA DIGITAL will hand out a set of questionnaires by which to evaluate the process of their work:

- ❖ quality of the project management
- ❖ quality and functioning of the partnership,
- ❖ quality of the meetings management
- ❖ quality of the ICT products: WEB PORTAL Open Educational Resource
- ❖ quality of the dissemination activities
- ❖ quality of exploitation and sustainability
- ❖ quality of the products and processes

Every partner will fill in the questionnaires handed out and will have to give their opinions about the different questions given. The individual stages of the evaluation process will be set up in an Evaluation Plan that will be presented by INERCIA DIGITAL during the first management meeting in October 2015.

The methodology to be used in this project evaluation gathers a set of requirements to a methodology which is:

- ❖ Transparent
- ❖ Easy to handle
- ❖ Easy to understand.
- ❖ Consistent throughout the different phases of the project.

The evaluation of INERCIA DIGITAL takes into account the indicators intended for this specific project. There will be a distinction between two types of indicators:

- **Process indicators:** measure the progress of the project. They verify the accuracy and timeliness of the steps foreseen for the project implementation: reached deadlines following the project workplan, quantity of steps reached level of accuracy of each step/activity, the level of involvement of partners in the implementation of their activities, etc.
- **Performance indicators:** measure the project outputs. They relate to the level of participation on the project, end-user satisfaction, efficiency, take-up, etc. For instance:

level of participation in the formulation of the evaluation questionnaires, level of participation in the target groups, level of dissemination of the results, etc.

The quality of project activities will be evaluated regularly in order to be able to react to overcome any negative evaluation and to revert the situation. INERCIA DIGITAL will propose an evaluation timetable for the whole duration of the project, and will make both an intermediary evaluation report at the middle of the project lifetime, and the final evaluation report.

7. CONFLICT RESOLUTION PROCESSES

An effective projecting can prevent or contain conflicts and problems up to a very large extent. The strategies in this case are:

- Sharing the aim and the work plan of the project from the beginning (while writing the project itself). The teams not only shared and agreed on the project idea but also on the timing and the schedule of the activities and the results to pursue.
- Building of a coordination team in charge of centralizing the check of criticalities as well as monitoring the process. It will be the one to refer to in case of criticalities, dissatisfactions, difficulties in carrying out the different tasks;
- Choosing the partners responsible for some of the project relevant main activities (evaluation, dissemination, coordination.....). These referents will evaluate the work in progress, the possible difficulties both in reaching the project objectives and of the common work, they will be the one to address to in case of doubts and complains and to find a possible solution in case;
- Sharing of the choices and the objectives, through a constant circulation of communication thanks to the group mailing list, the communication strategy and the on line work sessions for the preparation of the meetings;
- Shared choices with regards to the agenda and the distribution of the tasks, thanks to the above mentioned tools and the scheduling, at each meeting, of a moment of confrontation especially dedicated to the future steps and distribution of the tasks of the project;
- Specific evaluation indicators of the project process with regards to the quality and functioning of the partnership so to evaluate the distribution of the tasks, the quality of the cooperation, the sharing of the choices, the respect of the deadlines, the mutual welcoming. These indicators allow to precociously detect possible conflicts and needs to face and solve a conflict;
- Specific indicators for the meetings, with the intent to point out the perception of the possible difficulties of some partners.

In case of conflict the management team leaded by the coordinator will be advised and asked to find a proper solution.

In every meeting a moment will be dedicated specifically to problem solving. Also, if conflicts come urgently they can be treated by online conferences or telephone calls.

The partnership will pay particular attention to the in progress evaluation, as this is extremely important in case of need to re-evaluate some of the objectives and activities based on the work already done.

8. INDICATORS OF ACHIEVEMENT (QUANTITATIVE AND QUALITATIVE)

Evaluation will be carried monitoring both the qualitative and quantitative dimensions of the process, results, and outputs. At a quantitative level the evaluation will focus on:

- ❖ Number of target groups and stakeholders reached. It is foreseen:
 - ❖ 5 partners of the consortium;
 - ❖ 1.000 Teachers
 - ❖ 10 public bodies
 - ❖ 500 school's/education organization
 - ❖ 28 National Agencies
- ❖ Number of people attending the dissemination meeting in Spain
- ❖ Number of people attending the training sessions
- ❖ Number of people attending the local dissemination events in Spain, Portugal, Turkey, Former Yugoslav Republic of Macedonia (FYRM) (about 250)
- ❖ Number of leaflet distributed
- ❖ Number of people using the WEB PLATFORM, Open Educational Resource (OER)
- ❖ Number of school participating in the contest

With reference to the quality of the process and the work of the partnership, the partners will be asked to evaluate the work done according to these quality indicators:

- Quality and good functioning of the partnership (communication, welcoming, job sharing, collaboration and cooperation, coordination, welcoming and quality of the work during the meetings, sharing of the agenda and of the decisions)
- Quality of the local training event (utility, impact on the public, choice of the objectives, methodology and program, logistic and organization)
- Quality of the dissemination plan (monitoring of the participation to the events, website updating, leaflet, participation to dissemination events, contacts with the press and broadcast agencies, diffusion on the social networks, participation to common events)
- Quality of the ITC products (website and OER); functioning, facility of use, comprehensibility, instruction tutorial, common management, impact on the public

The evaluation training sessions and the Open Educational Resource will be carried out through the online distribution of questionnaires and interviews to the users that will answer to the following quality indicators:

- ❖ Users' satisfaction
- ❖ Expectations
- ❖ Clarity of contents
- ❖ Interest in the activities
- ❖ Availability and openness of the trainers
- ❖ Congruity of the contents, methodologies, tools, resources and time taken with reference to the middle and final terms objectives of the project
- ❖ Chance to make adjustments along the project

9. PROJECT MANAGEMENT AND IMPLEMENTATION

To accomplish these objectives, the project will realise 4 work package (WP) activities:

9.1. WP1: PROJECT MANAGEMENT

Management of the PM structure

In this task the PM structure will be set up and managed. The following activities will be carried out:

- ❖ The Project Management Board (PMB) will be set up;
- ❖ Preparation of the PMB meetings, management and circulation and agreements of the minutes.
- ❖ The nominated Project Manager will keep informal relationships with the members of the PMB.

Operational Project Management.

In this task the actual monitoring and control of the project progress is performed by the Project Manager. This entails:

- ❖ Preparing a Project Management Handbook illustrating the management and reporting procedures to be followed by all partners;
- ❖ On the basis of this Handbook, monitoring the progress of the project against the Workplan and taking corrective actions where necessary.

This entails: ensuring the proper management reporting; activating the project tasks at the foreseen times, in order to make sure that all partners are following the Workplan; Being the interface between the National Agency and the Consortium; Ensuring that the Project deliverables are delivered at the proper timing and with the appropriate quality level; Last but not least activating conflict resolution procedures as set out in the Project Management Handbook where necessary.

9.2. WP2 STUDY OF BEST PRACTICES AND CASE STUDIES

During the first 6 months of the project, a comparative survey will be carried out in each participating organisations' countries with a focus on the strategy of ICT integration in schools. All the Project will leave from the existing best/ bad practices of each Consortium Partner. The partners will analyse both best and bad case-studies in order to investigate the reasons of success/ failure and learn lessons for potential good applications of the mechanisms which stand at the basis of them. Analysis of study cases in each country. Collect of quantitative and qualitative data. Comparing the information with European programs, mechanisms and tools. Best practices and recommendations for harmonisation with European regulations.

Will be investigated 5 main aspects:

1. Leadership and Vision: Digital Schools of Distinction ICT strategy, and positive attitude towards ICT;
2. ICT integration in the curriculum: Schools integration of ICT across the curriculum. Clear understanding of the staff on how ICT can be used to improve learning;
3. School ICT culture: Schools awareness that ICT affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community;
4. Continuing Professional Development: Schools commitment to ongoing professional development in ICT;
5. Resources and infrastructure: Schools appropriate ICT resources, including hardware, software and infrastructure to support particular learning environments, and reflect plans for ICT development as outlined in the school's policy.

9.3. WP3 TRAINING ON METHODOLOGY ON ICT IN EDUCATION

Will be delivered a Training on methodology in ICT integration in education in 5 best practices selected inside WP2 activities.

During a training workshop (HUELVA October 2016) participants will boost their knowledge of best practices in ICT integration in school, they will also be trained on case studies providing some scenarios on how different types of schools set about integration of ICT, with practical ideas as to how they might approach the development of ICT in their own schools.

Participants of the course will be Teachers and School staff selected by the participants organizations (also among their staff; 4 for each country of project's partner)

9.4. WP4 DIGITAL SCHOOL DISTINCTION

Distinction: creation of an online contest for schools (website and facebook) to present their activities for ICT integration in education. Participant organizations will select the best projects of implementation of good practices for each one of the 5 key practices outline by the programme. It will be an european distinction focus on projects realized by schools and education center.

Distinction will be advertise through: local events, Social Media, Web site, Linkedin, National Agencies, European tools (e.g. eTwinning)

Plan to create a permanent European digital school network with an annual distinction.

Winners will participate with a group of students at the final event presenting their projects.

9.5. WP5 DISSEMINATION MULTIPLIER EVENTS

In order to capitalize the best practices and lessons learned as well as to disseminate and replicate the materials and knowledge to the community of each partner organizations through free access to OER available on the web and focus groups and seminars organized on-site; 1 website. 6 online newsletters; Local events, final events.

Local events will be fundamental to advert the Contest through participants in training activities that will share their experience.

| Project Management and Implementation | | |
|---------------------------------------|-----------------|----------------|
| Name of the organisation | Grant Requested | Grant Approved |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | 13,000 € | 13,000 € |
| PAKIZE KOKULU ANADOLU LISESI | 6,500 € | 6,500 € |
| SSOU MOSHA PIJADE TETOVO | 6,500 € | 6,500 € |
| INERCIA DIGITAL S.L. | 6,500 € | 6,500 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | 6,500 € | 6,500 € |
| Total | 39,000 € | 39,000 € |

10. INTELLECTUAL OUTPUTS

10.1. PROJECT MANAGEMENT HANDBOOK

The WP1 foresees the realization of a document including the objectives, the activities, a work plan and a time plan with a set of indicators in order to evaluate the progress of the action.

Activity Leading Organisation SOUTH EAST EUROPEAN UNIVERSITY TETOVO

10.2. EDUCATION STAFF NEEDS FOR ICT INTEGRATION IN SCHOOLS / RESEARCH ANALYSIS

The WP2 foresees the realization of a comparative study on the main approaches on ICT integration in Schools in the participating organizations' countries and/or regions. During the first 6 months of the project, a survey will be carried out in each participating organisations countries with a focus on 5 main aspects:

1. Leadership and Vision: Digital Schools of Distinction ICT strategy, and positive attitude towards ICT;
2. ICT integration in the curriculum: Schools integration of ICT across the curriculum. Clear understanding of the staff on how ICT can be used to improve learning;
3. School ICT culture: Schools awareness that ICT affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community;
4. Continuing Professional Development: Schools commitment to ongoing professional development in ICT;
5. Resources and infrastructure: Schools appropriate ICT resources, including hardware, software and infrastructure to support particular learning environments, and reflect plans for ICT development as outlined in the school's policy.

All the Project will leave from the existing best/ bad practices of each Consortium Partner and beyond. Partner will analyze both best and bad case-studies in order to investigate the reasons of success/ failure and learn lessons for potential good applications of the mechanisms which stand at the basis of them.

Analysis of study cases in each country. Collect of quantitative and qualitative data.

Leading partner for this activity is SEEU.

To be presented during M2 Steering meeting April 2016. In the OER during the M3 Steering meeting October 2016

Activity Leading Organisation SOUTH EAST EUROPEAN UNIVERSITY TETOVO

10.3. TRAINING MATERIAL ON METHODOLOGY IN ICT INTEGRATION IN EDUCATION

In the framework of the WP3 learning modules will be created to deliver a training courses on the thematic choose by partners according to the Survey made during WP2. Participants of the course will be Teachers and School staff selected by the participant's organizations (also among their staff; 4 for each Country in the partnership).

The training material will be available on the project website in an OER form.

Leader of this activity is SEEU with the main support of Inercia Digital and Zendensino

To be presented during August 2016.

Activity Leading Organisation SOUTH EAST EUROPEAN UNIVERSITY TETOVO.

10.4. HANDBOOK FOR SCHOOLS

The WP3 forsees the realization of a handbook for school staff of, as innovative product. The handbook course will capitalize all the materials, contents, e-tools and open educational resources realized during the on-site courses. It will be a road map for schools and education organizations to realize path of integration of ICT in their institution.

The Handbook will be published as OER on the project web site. All the partners will take care of the translation of the website and OER in their own language and in English.

To be presented M3 Steering meeting October 2016.

Activity Leading Organisation ZENDENSINO - Cooperativa de Ensino IPRL.

10.5. DIGITAL TOOLS: WEBSITE AND OPEN EDUCATIONAL RESOURCE TO MAKE MATERIAL ACCESSIBLE.

In the framework of the WP2, 3, 4, 5 a web platform will be created.

The purpose of this section is to offer to target groups an Open Educational Resource that could support them in enhancing their skills to offer better quality activities in their own organizations. The web site will also be the main tools for school to participate in the On-line contest.

10.5.1. PROJECT WEBSITE

The website is the entry point of the project and its showcase. Developed with open source technologies, it works as the first contact of the user with the project where important documentation and information about the project can be found. The user can also keep in contact with the partners either with an integrated form or through the contact information available in the partner's section. News and announcements

relevant to the project are frequently posted to inform the users about the activities progress.

The web sit will be the tolls for schools around Europe to participate in the Digital School contest, uploading their activities in the sector of the projects.

Last but not least the website also serves as a content management system for the partners to share files, manage the newsletter's subscriptions or answer users' questions. The updating and maintenance of the WEB PORTAL is an essential part of this output and will be INERCIA DIGITAL's responsibility. All the partners, during the partner's meetings, will give their feedbacks and suggestions to Inercia Digital for the best construction of the PLATFORM. All the partners will take care of the translation of the website in their own language and in English.

To be presented during the M3 Steering meeting October 2016

Activity Leading Organisation Inercia Digital S.L.

10.6. LOGO, MEDIA, PRESS MATERIAL FOR DISSEMINATION PURPOSES

It is important that target School staff, Education organization, public bodies, organisations, etc., start being contacted from the beginning in order they could bring to DISCO their added value, and participate from project benefits. To attract the target groups:

- ❖ There are plans to develop a simple logo to be used in all documents, emails, web page design in order to provide visibility to the project.
- ❖ ZENDENSINO is leading this intellectual output an will realize a campaign on
- ❖ Media: The press, blog, internet, networking, social media. In all activities we will try to use simple language, many images, and informal style.
- ❖ Existing DATABASES such as: EVE, ENTER - European Network for Transfer and exploitation of EU Project Results.

Interviews with National Agencies:

As many as possible National LLP agencies and European organisations will also be involved in the distribution of results and materials, being at the same time stakeholders of the project and experienced in reaching other institutional target.

All the partners will collaborate with ZENDENSINO

- ❖ Leaflets, letters and newsletters. Each partner will be responsible of producing its own internal material for dissemination purposes.

Partners will prepare a Leaflet that will be used for the dissemination of the local event:

- ❖ INERCIA DIGITAL will propose the text

- ❖ All partners will give feedback to ZENDENSINO
- ❖ Each partner will translate the text into it language
- ❖ Each country will print 200 copies in color

To be presented during M2 Steering meeting April 2016

Activity Leading Organisation ZENDENSINO - Cooperativa de Ensino IPRL

| Intellectual Outputs | | | | | |
|---------------------------------------|-------------------|-----------------------------|---------------------|---------------|-----------------|
| Name of the organisation | Output Identifier | Category of Staff | No. of Working Days | Grant per Day | Grant Requested |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O2 | Researchers/Teacher/Trainer | 60 | 74 € | 4,440 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O2 | Technician | 20 | 55 € | 1,100 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O3 | Researchers/Teacher/Trainer | 60 | 74 € | 4,440 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O3 | Technician | 20 | 55 € | 1,100 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O4 | Technician | 15 | 55 € | 825 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O4 | Researchers/Teacher/Trainer | 15 | 74 € | 1,110 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | O5 | Technician | 15 | 55 € | 825 € |
| PAKIZE KOKULU ANADOLU LISESI | O2 | Researchers/Teacher/Trainer | 20 | 74 € | 1,480 € |
| PAKIZE KOKULU ANADOLU LISESI | O2 | Technician | 4 | 55 € | 220 € |
| PAKIZE KOKULU ANADOLU LISESI | O3 | Researchers/Teacher/Trainer | 20 | 74 € | 1,480 € |
| PAKIZE KOKULU ANADOLU LISESI | O3 | Technician | 4 | 55 € | 220 € |
| PAKIZE KOKULU ANADOLU LISESI | O4 | Researchers/Teacher/Trainer | 4 | 74 € | 296 € |
| PAKIZE KOKULU ANADOLU LISESI | O4 | Technician | 7 | 55 € | 385 € |
| PAKIZE KOKULU ANADOLU LISESI | O5 | Technician | 7 | 55 € | 385 € |
| SSOU MOSHA PIJADE TETOVO | O2 | Researchers/Teacher/Trainer | 30 | 74 € | 2,220 € |
| SSOU MOSHA PIJADE TETOVO | O2 | Technician | 5 | 55 € | 275 € |
| SSOU MOSHA PIJADE TETOVO | O3 | Researchers/Teacher/Trainer | 25 | 74 € | 1,850 € |
| SSOU MOSHA PIJADE TETOVO | O3 | Technician | 8 | 55 € | 440 € |
| SSOU MOSHA PIJADE TETOVO | O4 | Researchers/Teacher/Trainer | 10 | 74 € | 740 € |
| SSOU MOSHA PIJADE TETOVO | O4 | Technician | 7 | 55 € | 385 € |
| SSOU MOSHA PIJADE TETOVO | O5 | Technician | 10 | 55 € | 550 € |
| INERCIA DIGITAL S.L. | O2 | Researchers/Teacher/Trainer | 30 | 137 € | 4,110 € |
| INERCIA DIGITAL S.L. | O2 | Technician | 15 | 102 € | 1,530 € |
| INERCIA DIGITAL S.L. | O3 | Researchers/Teacher/Trainer | 30 | 137 € | 4,110 € |
| INERCIA DIGITAL S.L. | O3 | Technician | 15 | 102 € | 1,530 € |
| INERCIA DIGITAL S.L. | O4 | Researchers/Teacher/Trainer | 15 | 137 € | 2,055 € |
| INERCIA DIGITAL S.L. | O4 | Technician | 10 | 102 € | 1,020 € |
| INERCIA DIGITAL S.L. | O5 | Researchers/Teacher/Trainer | 25 | 137 € | 3,425 € |
| INERCIA DIGITAL S.L. | O5 | Technician | 80 | 102 € | 8,160 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O2 | Researchers/Teacher/Trainer | 15 | 137 € | 2,055 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O2 | Technician | 5 | 102 € | 510 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O3 | Researchers/Teacher/Trainer | 15 | 137 € | 2,055 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O3 | Technician | 5 | 102 € | 510 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O4 | Researchers/Teacher/Trainer | 15 | 137 € | 2,055 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O4 | Technician | 5 | 102 € | 510 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | O5 | Technician | 10 | 102 € | 1,020 € |
| | | | | Total | 59,421 € |

11. MULTIPLIER EVENTS

11.1. PART I

All partners will organize a dissemination events (E1-E4) in order to present the WEB PLATFORM, OER materials and the Distinction in their own territory.

It will invite to this event public bodies dealing with education providers especially primary and secondary schools.

This dissemination event will take place in December 2016. This will be the moment for the spread information on the Distinction.

They will decide the place, the exact date and the public they will invite and involve in this local event.

These organisations will target the follow kind of organisations:

- ❖ training and education public bodies;
- ❖ school's manager;
- ❖ teachers, schools staff members;
- ❖ other education providers.

During the event ther will be the active participation of the training activitiy participant, main goal:

- ❖ Spread the methodology for the integration of ICT in schools
- ❖ Disseminate the distinction in order to have a high number of participants
- ❖ trigger the attention of education providers for this topic, pushing them to go in depth and participate in the distinction in the future

All will try to reach mass media: journals, radio, local TV, etc., and they will try to be interviewed by some local radio.

They will elaborate a brochure for making publicity of the local event.

11.2. PART II

All partners will organize a dissemination events (E5-E8) in order to present the WEB PLATFORM, OER materials and the Distinction in their own territory.

It ill invite to this event public bodies dealing with education providers especially primary and secondary schools.

This dissemination event will take place in May 2017. This will be the moment for the spread information on the Distinction.

All partners will decide the place, the exact date and the public they will invite and involve in this local event.

These organisations will target the follow kind of organisations:

- ❖ training and education public bodies;
- ❖ school's manager;
- ❖ teachers, schools staff members;
- ❖ other education providers.

During the event ther will be the active participation of the training activitiy participant, main goal:

- ❖ Spread the methodology for the integration of ICT in schools
- ❖ Disseminate the distinction in order to have a high number of participants
- ❖ trigger the attention of education providers for this topic, pushing them to go in depth and participate in the distinction in the future

All partners will try to reach mass media: journals, radio, local TV, etc., and they will try to be interviewed by some local radio.

They will elaborate a brochure for making publicity of the local event.

| Multiplier Events | | | | | |
|---------------------------------------|-------|-----------------------------|------------|----------------------|----------|
| Name of the organisation | Event | Grant per Local Participant | Foreign Pa | Foreign Pant Request | |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | E1 | 100 € | 0 | 200 € | 1,200 € |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | E5 | 100 € | 0 | 200 € | 1,200 € |
| PAKIZE KOKULU ANADOLU LISESI | E4 | 100 € | 0 | 200 € | 1,200 € |
| PAKIZE KOKULU ANADOLU LISESI | E8 | 100 € | 0 | 200 € | 1,200 € |
| SSOU MOSHA PIJADE TETOVO | E1 | 100 € | 0 | 200 € | 1,200 € |
| SSOU MOSHA PIJADE TETOVO | E5 | 100 € | 0 | 200 € | 1,200 € |
| INERCIA DIGITAL S.L. | E3 | 100 € | 0 | 200 € | 1,200 € |
| INERCIA DIGITAL S.L. | E7 | 100 € | 0 | 200 € | 1,200 € |
| INERCIA DIGITAL S.L. | E9 | 100 € | 12 | 200 € | 3,600 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | E2 | 100 € | 0 | 200 € | 1,200 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | E6 | 100 € | 0 | 200 € | 1,200 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | E9 | 100 € | 0 | 200 € | 1,200 € |
| | | | | Total | 16,800 € |

12. TRAINING ACTIVITIES

The transnational learning course will represent a moment for meeting, learning and sharing ideas and making a mid-term evaluation on the project's results as well for the partners. The transnational dimension of this activity will represent an added value from a pedagogical and educational point of view and the course will be designed in action thanks to all the participants' contribution. The short term activities allow the project partners to verify the material produced, to directly involve beneficiary (teachers and school staff), and indirectly their local colleagues (500 teachers).

The training activity and the follow up activities that will emerge are one of the best way to disseminate the project, involving directly teachers and schools and indirectly pupils and students.

The training course will last 4 days at the end of which learners will be involved in the dissemination activities in the local area.

| Individual Support (Short-term Learning/Teaching/Training Activities) | | | | |
|---|---------------------------------|-----------------|---------------------|-----------------------|
| Name of the organisation | Activity Type | Duration (days) | No. of Participants | Total Grant Requested |
| SOUTH EAST EUROPEAN UNIVERSITY TETOVO | Short-term joint staff training | 5 | 4 | 2,000 € |
| PAKIZE KOKULU ANADOLU LISESI | Short-term joint staff training | 5 | 5 | 2,500 € |
| SSOU MOSHA PIJADE TETOVO | Short-term joint staff training | 5 | 4 | 2,000 € |
| INERCIA DIGITAL S.L. | Short-term joint staff training | 5 | 4 | 2,000 € |
| ZENDENSINO-COOPERATIVA DE ENSINO IPRL | Short-term joint staff training | 5 | 4 | 2,000 € |
| | | | Total | 10,500 € |

13. IMPACT

The main impacts on the participants will be as follows:

Participants

As regards staff in education the mobility activities are expected to produce:

- ❖ improved competences, linked to their professional profiles;
- ❖ broader understanding of practices, policies and systems in education, training or youth across countries;
- ❖ increased capacity to trigger changes in terms of modernization and international opening within their educational organisations;
- ❖ greater understanding of interconnections between formal and non-formal education;
- ❖ better quality of their work and activities in favor of students;
- ❖ increased motivation and satisfaction in their daily work;
- ❖ improved the quality of the use of ICT in management, preparation, techniques, strategies and teaching resources for teaching activities;
- ❖ Clear understanding of how ICT can be used to improve learning;
- ❖ Awareness that ICT affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community;
- ❖ Commitment to ongoing professional development in ICT, informing teachers of courses in professional development, as well as offering general support;

Activities of the project also expected to produce the following impact on participating Organisations:

School

- ❖ innovative and improved way of operating towards their target groups, by providing: more attractive programmes for students;
- ❖ improved teaching and training staff's qualifications;
- ❖ more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; opened to synergies with organisations active in different educational fields;

The expected impact of the project on participating organisations, target groups and other relevant stakeholders will be:

- ❖ Lead to better information and communication technology (ICT) based services for education and employability
- ❖ Foster cooperation between the partners and the main actors involved
- ❖ Improve young learning system oriented to end-user in partner countries.
- ❖ Assure transfer of best practice among EU organisations
- ❖ Empower stakeholders on effective accessibility standards and technologies helping to create and improve the understanding of young learning.
- ❖ Use experience and consultation from other EU countries

- ❖ Give more opportunities for greater synergy and link among stakeholders

DISCO is based on the use of a variety of equipment, tools, etc. provided by the partners involved in this project and will be available nationally and internationally, to end-users.

On that basis, the impact of the project will be as follows:

- At a local level schools will have better qualified and aware education staff regarding ICT in education.
- At the local level is expected that the products resulting from this project will be used not only by the end-users such by the entities participating in the project, teachers, non-profit organisations and local authorities working in the field of education and education provider directly through the website or by visiting the entities involved in the project, bearing in mind the objective of the project to help improve the quality of ICT education and ICT skills for young people.
- At the regional level DISCO will have an overall impact because of the participatory and integrated approach to all actors and stakeholders involved in promoting ICT education. They all contribute to the development, testing and evaluation of project results.
- This methodology is expected to be used to increase the impact of the project results and sustainability beyond its limits.
- At a national and European level, the transnational cooperation between education and training providers and other stakeholders in the field of ICT integration in Schools, enhanced and boosted awareness on the importance of education systems modernisation, in particular through the enhanced dissemination of good practices and cooperation among european schools and education staff community. Moreover the impact is ensured by dissemination tools that will be used through the creation of a website which will gather and report relevant information and will provide materials and project deliverables and will be available to the end-users. The website will work as a connection point between the targeted public, youth organisations and education agencies and will provide information on integration of ICT in schools, best practices, real and replicable activities, etc that may be available from anywhere in the world.

In a broader sense, DISCO will allow impacting as follows:

- ❖ To involve schools, public bodies in charge of Education, Training in the support of ICT integration in education
- ❖ To promote E-learning Open Educational Resources for fostering digital skills among young people
- ❖ increased quality of education and training in Europe and beyond:
- ❖ education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;
- ❖ improved provision and assessment of basic and transversal skills, particularly digital skills;

- ❖ increased synergies and links and improved transition between the different systems of education, training and youth at national level
- ❖ more strategic and integrated use of ICTs and open educational resources (OER) by education, training and youth systems;

Inercia Digital as partner responsible for evaluation will make an evaluation to get feedback from participants about the usefulness of the training for their professional activities.

The following aspects will be considered during the impact assessment:

- ❖ Quality of the module in general
- ❖ Quality of the training material
- ❖ Quality of the Tools Manual
- ❖ Usefulness of WEB PLATFORM
- ❖ Quality of the WEB PLATFORM
- ❖ Usefulness of the training received
- ❖ Possibility to propose the same structure for different organizations (School, VET education, Adult education)
- ❖ Possibility to propose the same structure for different sector (Adult education, staff training, professional development, Universities, etc.)

14. DISSEMINATION AND USE OF PROJECTS' RESULTS

The dissemination will promote the information on the project activities and results both inside the partner's organizations and outside to the expected target groups. Dissemination will reach the direct target beneficiaries but also a wider audience.

The direct beneficiaries of project products are:

- **School Staff:** DISCO is addressed to school's staff that wants to improve their competences in order to provide better activities for their beneficiaries.
- **Schools:** DISCO wants to involve schools in order to foster and improve the activities of training and guidance pupils in the use of ICT. First designing a specific training course, secondly providing a space on the web where to share knowledge, best practices, project and ideas.
- **Other stakeholders:** Other kind of education provider: Any education provider (school, VET school, VET Center, etc.) will be invited to join the platform. An important dissemination work will be done in order to bring to the PLATFORM as many as education/training provider is possible.
- **Public bodies:** public bodies from Youth, Education and Training sector in all the partner territories will be invited to support project activities and to provide partners with information and advice from the very beginning of the project implementation. Dissemination activities will be then addressed also to them.
- **National Agencies:** At national and European level, the dissemination strategy will be especially addressed to National Agencies from project partner's countries, but also all agencies from EU-28. This is an important strategy that could have a real and broad impact as it will reach a high number of target beneficiaries.

ZENDENSINO will be responsible for the dissemination of the project.

Enough resources will be allocated to cover the organisation of activities that will be developed in the next paragraph.

The dissemination plan will be presented in the first meeting of the project as it should start soon to be implemented. Indeed, it is important that target school staff, Schools, public bodies, organisations, etc., start being contacted from the beginning in order they could bring to DISCO their added value, and participate from project benefits.

More specifically, the strategy/plan of dissemination and exploitation will be based on the following items to be disseminated:

- ❖ Dissemination of expected results of the project
- ❖ Learning materials
- ❖ Open Educational Resource
- ❖ WEB PLATFORM
- ❖ On-line School 2.0 Dinstinction
- ❖ Training session in Huelva, Spain

- ❖ 2 Local dissemination event in Portugal
- ❖ 2 Local dissemination event in TURKEY
- ❖ 2 Local dissemination event in Spain
- ❖ 2 Local dissemination event in FYROM
- ❖ Final dissemination event in Seville

Activities and channels that will allow the previous items to be disseminated and reach target groups are:

- **Database of target audience:** In the dissemination plan will be included how partners should reach their target audience and when. This will allow the control of this activity and the successes of it. All partners should contribute to this database. There are plans to develop a simple logo to be used in all documents, emails, web page design in order to provide visibility to the project.
- **Media:** The press, blog, internet, networking, social media. In all activities we will try to use simple language, many images, and informal style.
- **Existing DATABASES such as:** EVE, ENTER - European Network for Transfer and exploitation of EU Project Results.
- Leaflets, letters and newsletters. Each partner will be responsible of producing its own internal material for dissemination purposes.
- **Final dissemination event in Seville:** Huge dissemination effort in order to reach as much public as possible. All partners will attend the final meeting and the dissemination event. All partners will invite Seville
- **Local dissemination events:** This will be one of the main ways to disseminate DISCO as all partners will make a big dissemination effort among the stakeholders included in their databases.
- **Interviews with National Agencies:** As many as possible National LLP agencies and European organisations will also be involved in the distribution of results and materials, being at the same time stakeholders of the project and experienced in reaching other institutional target.
- **Other European project meetings and partners:** Partners should take the occasion of spreading DISCO outcomes through any kind of European project related with Educaion, ICT, and integration of Digital Skills in education.
- **Digital Promotion:** Social media will be also included in the dissemination strategy. This will be an interesting way of being in contact and reach a bigger number of public. A common Facebook page and a Twitter account its management and enrichment will be shared among partners.

The organizations involved will also use the European platforms and tools for the dissemination of the projects like:

- ❖ eTwinning: a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

- ❖ Share the project with the National Agencies for the Erasmus+ program.

The DISCO's results will be displayed on the website enabling an effective access to all the members of this network. The Project's results will provide useful information to all users. A platform with resources & a handbook for the targets groups will be available online in the WEB PLATFORM.

The project has also established an active dissemination strategy which will reach the target audience and all stakeholders interested in the project, in such a way that the presence of DISCO reaches general and specialized public and increases the visibility of the Project.

We will also include maintaining a social media presence via social media campaign

However, we are also aware that dissemination alone is not sufficient but it is a condition sine qua non. The focus will finally be much more on the implementation and sustainable use of the project results and outcomes.

15. RIGHTS AND OBLIGATIONS

The objectives of the project are:

1. To enhance the key competences and skills on ICT and learning performance of young people attending schools, through promoting quality improvements, innovation excellence at the level of education, in particular through enhanced transnational cooperation between education and training providers and other stakeholders in the field of ICT integration in Schools (teaching and management);
2. To boost the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education systems, in particular through enhanced dissemination of good practices and cooperation;
3. To support the development of innovative practice, enhance the quality of pupil and staff work, build capacity in schools and foster strategic cooperation between school organisations;
4. To develop a programme of initiatives on ICT integration in education to promote innovation, exchange of experience, good practices and know-how between different types of organisations involved in education. Developing basic and transversal skills in education, using innovative and learner-centred pedagogical approaches;
5. To enhance the digital integration in learning, teaching, at various levels: supporting ICT-based teaching, as well as ICT-based assessment practices. In particular, supporting teachers, educational staff in acquiring or improving the use of ICT for learning and related digital competences.

The priorities addressed by the project are: Enhancing digital integration in learning, teaching, training and youth work at various levels; Addressing low achievement in basic skills through more effective teaching methods; Developing basic and transversal skills using innovative methods.

The topics of the project are: Digital Schools Contest – DISCO; Digital integration in learning; ICT - new technologies - digital competences; new innovative and learner-centred pedagogical approaches.

The duration of the activities: The project will be implemented in the period 01.09.2015 – 31.10.2017, the specific period for each activity being presented in the Annex.

The objective of the partnership: The main objective of the partnership agreement is the implementation of the project according to the contract between the coordinator and the SSOU Mosha Pijade in Macedonia.

For that purpose, the partner must implement all the following activities:

Management and implementation:

- ❖ select the staff involved in the project for each activity;
- ❖ organize and implement the specific activities and the financial management;

- ❖ provide to the coordinator all the necessary information for the progress report and final report;
- ❖ provide to the coordinator all the financial documents (signed copies);
- ❖ organize and implement dissemination activities, participate to the dissemination activities organized by the coordinator or other partners.

Budget: The partner can transfer funds from one to other budget category (with the written approval of the coordinator), respecting the following rules:

1. the partner can transfer up to 20% of the funding from the budget categories Management and implementation, Transnational project meeting, Intellectual outputs, Multiplier events, Joined staff training events to any other budget category with the exception of management and implementation.
2. any budgetary transfer must not increase the amount allocated to the receiving budget category with more than 20% (considering the above mentioned values).

The payment will be realized only in case of successful realization of the assigned activities for that period by the project partners, meeting the intellectual outputs deadlines. Under a successful realization of the activities is meant on having evidence in terms of the quality and quantity in its establishment.

The partners commit to spend the budget according to the (Erasmus +) rules and financial regulations and to provide to the coordinator copies after the financial documents every 60 days or at every solicitation of the coordinator.

According to the contact of the coordinator with the National Agency, those documents are (but not limited to):

- a. for project management and implementation costs: documents stating the implemented activities and the obtained results;
- b. for the transnational project meetings: signed and stamped declaration from the legal representative of the host organization, stating the name of the participant, the purpose of the activity and the period;
- c. for the intellectual outputs: 1) the output itself, 2) individual reports stating the name of the staff member, the number of working days and the dates, signed by the legal representative of the partner; 3) the contract between the partner institution and the staff member;
- d. multiplier events: 1) detailed description of the event; 2) list of participants stating the title, the date and location of the event, and, for every participant, the name, email address, signature, sending institution (name and address); 3) detailed agenda and other documents used during the event;
- e. joined staff training events: signed and stamped declaration from the legal representative of the host organization, stating the name of the participant, the purpose of the activity and the period.

The coordinator and the partner agrees on sharing the financial costs of the international / national money transfer (ineligible cost according to the ERASMUS+ regulations), with each institution covering half of those costs.

16. SUBMISSION OF REPORTS AND OTHER DOCUMENTS

The transfer of documents (hard copy) will be realized using the addresses mentioned for each partner in the Section II; the receiving partner will send a receiving conformation email as soon as the document arrives and the date of the email will be considered the date of the transfer.

Any communication regarding the project will contain the reference number of the project **(2015-1-MK01-KA201-002841)**.

Any electronic communication will be followed by a signed hard copy of the document in case the receiving partner asks for it.

The communication between the partners will be made in the official language of the partnership, namely English language.

The coordinator will submit the progress report **May 2016** and the final report **December 2017** to the National Agency and the partner will provide all the necessary documents and information for those reports in reasonable time after the solicitation from the coordinator.