OVANÅKERS KOMMUN

rhythm4inclusion

PROJECT MANAGEMENT MANUAL

Project title:
Promoting Social, Emotional, and Learning Skills of Students with and without Special Education Needs by Developing Teachers' Capabilities in Music, Dance and Digital Competences
Project Acronym: rhythm4inclusion
Project Start Date: 01-09-2018
Project End Date:31-08-2021
Contract Sign Deadline31-12-2018

rhythm4inclusion
ID 2018-1-SE01-KA201-039032

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PROJECT DESCRIPTION

The project is organized into three distinct implementation rounds, each one corresponding to one school year. During each one of these rounds special measures and activities are foreseen and reflected in project work plan to engage experts in arts integration for inclusion, schools and teachers in the project activities. At the end of the project a community of practice will be set up to support the continuous integration of new schools and teachers.

The measures and activities foreseen to involve participants in each one of these three implementation rounds are the following:

ROUND 1: DESIGN THINKING ANALYSIS

During the first project year experts in integration of arts in school curricular subjects and in learning interventions targeting inclusion will be involved. They will establish the pedagogical-artistic team of the project that will cooperate with the academic personnel of the project team to document in detail the training needs of the targeted teachers and the learning needs of the targeted students.

> Questionnaires and focus groups discussions will be employed to focus on the integration of Music and Dance to enable rhythm-based learning interventions,

> A joint staff training event will explore the integration of music and dance to enable rhythm-based learning interventions within the psycho-pedagogical framework (to support inclusive student learning).

> The results of this training event will inform and guide the final documentation of the target groups needs to be the basis of the subsequent piloting.

ROUND 2: PILOTING

During the second project year selected schools from the participating countries (at least one school in each country) will pilot and perfect the project's approaches and methodologies. This round will be implemented in collaboration with a series of primary and secondary schools in the participating countries by a multidisciplinary team composed of experts from various European Institutions and with a variety of academic and professional background and specialties (academics, educators, special educators, art therapists/musicians, school psychologists, etc.).

> Special emphasis will be given to cover important subgroups of the targeted students with Special Education Needs

> At the start of this round a special multiplier event will gather together all relevant stakeholders to felicitate their needs and set up the common piloting framework.

> At the end of the piloting, a joint staff training event will be organized to fine tune training materials that will enable project partners to organize the subsequent steps to set-up and implement the online training programme.

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ROUND 3: ONLINE TRAINING AND EVALUATION

After finishing the piloting round, all necessary resources and the perfected integrated music & dance rhythm-based approach to inclusive learning will be ready to be widely applied in schools across Europe. This will be done by organizing an online training programme open to all European teachers.

Four national multiplier events are foreseen to raise awareness about the project and establish local Communities of Practice (CoP) that will take part in the online training programme.

A number of 80-100 teachers are expected to participate in this programme directly. It will be possible for teachers to follow the course as observers accessing the training materials and participating in the discussions forums and webinars.

In total about 200 teachers will be engaged and through them around 2000 students. These teachers will constitute the first participants of the CoP that will continue to be supported to include more teachers even after the end of the training programme and the project.

At the end of the training programme, a thorough evaluation is foreseen to assess the training materials and the proposed pedagogical approaches so that their effectiveness in each different national and learning context is documented.

A final perfection of all materials and the platform supporting the CoP, taking into account the evaluation results, is also foreseen.

At the end of this round (end of the project's funding period) a conference is foreseen that will play an important role in disseminating project results and contributing to their further exploitation and sustainability.

PRIMARY TARGET GROUP:

Teachers and educators, inside and outside the partnership

SECONDARY TARGET GROUP:

Beyond the teachers taking part in piloting in the partner countries, a major aim of the project is to reach the global education community through intense dissemination campaigns and therefore teachers across Europe. Relevance will be given to dissemination towards:

- teacher associations
- teachers networks
- school authorities
- advisors
- curriculum experts
- education decision makers
- parents associations and unions

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THE SPECIFIC OBJECTIVES - THE 5 INTELLECTUAL OUTPUTS

We will make:

1. An analysis of Design Thinking Requirements (LCEducational)
   a. Design Thinking Requirements Framework
   b. Stakeholder Participatory Analysis
   c. Taxonomy of teachers' existing and new digital competencies and psycho-pedagogical skills
   d. Identifying requirements for Learning Interactions music and dance training curriculum for Rhythm-based teaching.
2. A digital Competencies Assessment (CONVUNI)
   a. Best practices on teachers' digital competence assessment metrics
   b. Emerging technologies, resources and discourses for visualising, storing and assessing teachers' digital competencies.
   c. Design and Development of the digital competence assessment metrics
   d. Usability testing of the digital competence assessment metrics
3. Developments of Rhythm-Based Inclusion Curriculum (UCRETE)
   a. Research on teaching practices
   b. Preliminary curriculum and evaluation framework
   c. Piloting activities in participating countries
   d. Final curriculum
   e. Evaluation feedback to inform the online training programme and resources
4. An Online Training Programme (Viksjöfors skola)
   a. Development of training scenarios, learning outcomes and learning materials
   b. Aligning assessment strategy with digital competence metrics
   c. Delivery of the Online Training Programme
   d. Formative and summative evaluation activities for rhythm-based curriculum, training content and digital competence dashboard.
   e. Validation board evaluation activities for rhythm-based curriculum, training content and digital competence dashboard
5. A Community Platform (TUC)
   a. Open Educational Resources Support and Competences Management
   b. Portal, Repository and Competences Dashboard Deployment
   c. Open Educational Resources and Portal Refinement

For more information about the five Intellectual Outputs see p. 41-55 in application. (Summary on p. 82)

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PARTNERSHIP INFORMATION

Latin Legal Name	1. VIKSJÖFORS SKOLA	2. POLYTECHNEIO KRITIS	3. PANEPISTIMIO KRITIS	4. L.C.EDUCATION AL LTD	5. COVENTRY UNIVERSITY
Acronym	VIKSJÖFORS	TUC	UCrete	LCEducational	COVUNI
Organisation Role	Coordinator	Partner Organisation	Partner Organisation	Partner Organisation	Partner Organisation
National ID	212000-2304	197746	N/A	He257166	197746
Address	Idrottsvägen 6 - 828 95 Viksjöfors - Sweden	Terma Agiou Markou Plateia Agiou Titou - 73132, Chania - Greece	University Campus Gallos 000- 74100 Rethimno - Greece	Lycourgou 3 – 3012 Limassol - Cyprus	Priory Street – Cv1 5fb Coventry - United Kingdom
Country	Sweden	Greece	Greece	Cyprus	United Kingdom
VAT		EL090034024	EL090033943	CY10257166x	GB918037524
PIC	920383531	924773848	999588978	945161502	999612161
Erasmus Code		G KRITIS09	G KRITIS01		UK COVENTR02
Legal representative	Anders Liljemark anders.liljemark@ovanaker.se	Michail Zervakis, vice-rector-fin@central.tuc.gr	Tsakalides Panagiotis, vrec-fin@uoc.gr	Litsa Charalambous, info@lceducational.com, litsa@lceducational.com	Nicola Bradfield, ac4950@coventry.ac.uk
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Web site	http://artinedviksjofors.se/	www.tuc.gr	https://padlet.com/hkourk/fv8q69xqf9qy	www.lceducational.com	https://www.bettshow.com

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ROLES AND RESPONSIBILITIES

THE COORDINATOR

Apart from the responsibilities on project planning, implementation, evaluation and dissemination described in the project application the coordinator:

1. Has full responsibility towards the National Agency (N.A.) that the project is implemented in regards with the agreement.
2. Is intermediary for all communication between the partners and the N.A..
3. Is responsible for supplying all documents and information to the N.A., especially in relation to the requests for payment (the coordinator may not delegate this task to the partners).
4. Is responsible to inform the N.A. if there are changes in the project (compared with the project application) or if there are any transfers between headings of eligible costs.
5. Shall establish the payments requests on behalf of the partners. As sole recipient of payments on behalf of all partners, the coordinator ensures that all payments are made to the partners without the unjustified delays.
6. Is responsible in case of audits, checks and evaluations for providing all the necessary documents, including the accounts of the partners, the accounting documents and the signed copies of sub-contracts.

PROJECT PARTNERS

Apart from the responsibilities on project planning, implementation, evaluation and dissemination described in the project application the partners shall:

1. Provide the coordinator with all data, documents and information needed for the reports, financial statements and other documentation.
2. Ensure that all information that has to be provided to the Agency is sent via the coordinator.
3. Inform the coordinator immediately of any event liable to the sustainability effect or delay the implementation of the action of which they are aware.
4. Inform the coordinator of any modification of their individual budget.
5. Provide the coordinator with all the necessary documents in the events of audits, checks and evaluations, including signed copies of sub-contracts if any.

Attention! The responsibilities of the coordinator and of the partners are described in detail in the following Agreement, where you will find: The Grant Agreement - The Special conditions - The General Conditions - The ANNEX with: The Description of the Project - The Estimated budget - The Financial and contractual rules - The Mandate(s) provided to coordinator by other beneficiary (is) and - The List of other beneficiaries

SPECIFIC RESPONSIBILITIES FOR PROJECT PARTNERS
Pages refer to our application.

1. **VIKSJÖFORS SKOLA**	1. Coordinate the partnership according to the agreement with NA. 2. Prepare PM documents; Monitor elaboration /implementation/ evaluation process 3. Milestone and deliverable achievement**;** **IO4: The Rythm4inclusion Online Training Programme** (p.49-52) 4. Progress and financial reporting to the NA 5. Participation in transnational meetings (p. 34-35) 6. Closure of the project;
2. **POLYTECHNEIO KRITIS**	1. Planning and implementation of activities according to application (p.32) **2.** Milestone and deliverable achievement; **IO 5: The Online Platform** (p.52-55) 3. Progress and financial reporting to the coordinator; 4. Participation in transnational meetings (p. 34-35)
3. **PANEPISTIMIO KRITIS**	1. Planning and implementation of activities; application (p.32) 2. Milestone and deliverable achievement; **O3: Development of Rhythm-Based Inclusion Curriculum, Piloting and Evaluation** (p. 47-52) 3. Progress and financial reporting to the coordinator 4. Participation in transnational meetings (p. 34-35)
4. **L.C.EDUCATIONAL LTD**	1. Planning and implementation of activities; application (p.32) **2.** Milestone and deliverable achievement; **O1: Design Thinking Requirements** (p.41-44) 3. Progress and financial reporting to the coordinator; 4. Participation in transnational meetings (p. 34-35)
5. **COVENTRY UNIVERSITY**	1. Planning and implementation of activities; application (p.32) 2. Milestone and deliverable achievement; **IO2: Digital Competencies Assessment Framework** (p.44-47) 3. Progress and financial reporting to the coordinator; 4. Participation in transnational meetings (p. 34-35)

INTELLCTUAL OUTPUTS

TIME TABLE

ROUND 1: DESIGN THINKING ANALYSIS

OUTPUTS / Project activity	Year 1 MONTHS											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
O1 Design Thinking Requirements	X	X	X	X	X	X	X	X	X	X	X	X
A1.1 Design Thinking Requirements Framework	X	X	X	X	X	X	X	X	X	X	X	X
A1.2 Stakeholder Participatory Analysis	X	X	X	X	X	X	X	X	X	X	X	X
A1.3 Taxonomy of teachers' existing and new digital competencies and psycho-pedagogical skills				X	X	X	X	X	X	X	X	X
A1.4 Combining Music and Dance for Rhythm-based Learning Interactions				X	X	X	X	X	X	X	X	X
O2 Digital Competencies Assessment Framework	X	X	X	X	X	X	X	X	X	X	X	X
A2.1 Best practices on teachers' digital competence assessment metrics	X	X	X	X	X	X	X	X	X			
A2.2 Emerging technologies, resources and discources for visualising, storing and assessing teachers' digital competencies	X	X	X	X	X	X	X	X	X			
A2.3 Design and Development of the digital competence assessment metrics										X	X	X
A2.4 Usability testing of the digital competence assessment metrics												
O3 Development of Rhythm-Based Inclusion Curriculum, Piloting and Evaluation (UCrete, LCEducational, Viksjofors, COVUNI)	X	X	X	X	X	X	X	X	X	X	X	X
A3.1 Research on teaching practices				X	X	X	X	X	X	X	X	X
A3.2 Preliminary curricuum and evaluation framework							X	X	X	X	X	X
A3.3 Piloting activities in participating countries												
A3.4 Final curriculum												
A3.5 Evaluation feedback to inform the online training programme and resources												
O4 Rythm4inclusion Online Training Programme	X	X	X	X	X	X	X	X	X	X	X	X
A4.1 Development of training scenarios, learning outcomes and learning materials												
A4.2 Aligning assessment strategy with digital competence metrics												
A4.3 Delivery of the Online Training Programme												
A4.4 Formative and summative evaluation activities for rhythm-based curriculum, training content and digital competence dashboard												
A4.5 Validation board evaluation activities for rhythm-based curriculum, training content and digital competence dashboard												
O5 Platform	X	X	X	X	X	X	X	X	X	X	X	X
A5.1 Open Educational Resources Support and Competences Management							X	X	X	X	X	X
A5.2 Portal, Repository and Competences Dashboard Deployment												
A5.3 Open Educational Resources and Portal Refinement												

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ROUND 2: PILOTING

Project activity	Year 2 MONTHS											
OUTPUTS	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
O1 Design Thinking Requirements												
A1.1 Design Thinking Requirements Framework												
A1.2 Stakeholder Participatory Analysis												
A1.3 Taxonomy of teachers' existing and new digital competencies and psycho-pedagogical skills												
A1.4 Combining Music and Dance for Rhythm-based Learning Interactions												
O2 Digital Competencies Assessment Framework	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
A2.1 Best practices on teachers' digital competence assessment metrics												
A2.2 Emerging technologies, resources and discources for visualising, storing and assessing teachers' digital competencies												
A2.3 Design and Development of the digital competence assessment metrics	░	░	░	░	░	░						
A2.4 Usability testing of the digital competence assessment metrics	░	░	░	░	░	░	░	░	░	░	░	░
O3 Development of Rhythm-Based Inclusion Curriculum, Piloting and Evaluation (UCrete, LCEducational, Viksjofors, COVUNI)	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
A3.1 Research on teaching practices												
A3.2 Preliminary curricuum and evaluation framework												
A3.3 Piloting activities in participating countries	░	░	░	░	░	░	░	░	░	░	░	░
A3.4 Final curriculum							░	░	░	░	░	░
A3.5 Evaluation feedback to inform the online training programme and resources							░	░	░	░	░	░
O4 Rythm4inclusion Online Training Programme							▓	▓	▓	▓	▓	▓
A4.1 Development of training scenarios, learning outcomes and learning materials							░	░	░	░	░	░
A4.2 Aligning assessment strategy with digital competence metrics							░	░	░	░	░	░
A4.3 Delivery of the Online Training Programme												
A4.4 Formative and summative evaluation activities for rhythm-based curriculum, training content and digital competence dashboard												
A4.5 Validation board evaluation activities for rhythm-based curriculum, training content and digital competence dashboard												
O5 Platform	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
A5.1 Open Educational Resources Support and Competences Management	░	░	░	░	░	░	░	░	░	░	░	░
A5.2 Portal, Repository and Competences Dashboard Deployment	░	░	░	░	░	░	░	░	░	░	░	░
A5.3 Open Educational Resources and Portal Refinement	░	░	░	░	░	░	░	░	░	░	░	░

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ROUND 3: ONLINE TRAINING AND EVALUATION

OUTPUTS	Year 3											
	MONTHS											
Project activity	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
O1 Design Thinking Requirements												
A1.1 Design Thinking Requirements Framework												
A1.2 Stakeholder Participatory Analysis												
A1.3 Taxonomy of teachers' existing and new digital competencies and psycho-pedagogical skills												
A1.4 Combining Music and Dance for Rhythm-based Learning Interactions												
O2 Digital Competencies Assessment Framework												
A2.1 Best practices on teachers' digital competence assessment metrics												
A2.2 Emerging technologies, resources and discources for visualising, storing and assessing teachers' digital competencies												
A2.3 Design and Development of the digital competence assessment metrics												
A2.4 Usability testing of the digital competence assessment metrics												
O3 Development of Rhythm-Based Inclusion Curriculum, Piloting and Evaluation (UCrete, LCEducational, Viksjofors, COVUNI)												
A3.1 Research on teaching practices												
A3.2 Preliminary curricuum and evaluation framework												
A3.3 Piloting activities in participating countries												
A3.4 Final curriculum												
A3.5 Evaluation feedback to inform the online training programme and resources												
O4 Rythm4inclusion Online Training Programme	X	X	X	X	X	X	X	X	X	X	X	X
A4.1 Development of training scenarios, learning outcomes and learning materials	X	X										
A4.2 Aligning assessment strategy with digital competence metrics	X	X										
A4.3 Delivery of the Online Training Programme			X	X	X	X	X	X	X	X	X	X
A4.4 Formative and summative evaluation activities for rhythm-based curriculum, training content and digital competence dashboard							X	X	X	X	X	X
A4.5 Validation board evaluation activities for rhythm-based curriculum, training content and digital competence dashboard							X	X	X	X	X	X
O5 Platform	X	X	X	X	X	X	X	X	X	X	X	X
A5.1 Open Educational Resources Support and Competences Management	X	X	X	X	X	X	X	X	X	X	X	X
A5.2 Portal, Repository and Competences Dashboard Deployment	X	X	X	X	X	X	X					
A5.3 Open Educational Resources and Portal Refinement	X	X	X	X	X	X	X	X	X	X	X	X

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WORKING DAYS AND GRANTS

IO1 LEADING PARTNER: LCEDUCATIONAL LTD

	Intellectual Outputs				PANEPISTIMIO		L.C.EDUCATIONAL LTD		COVENTRY		VIKSJÖFORS SKOLA	
	Output	Category of Staff	Working	Total Grant	Days	Grant	Days	Grant	Days	Grant	Days	Grant
O1	Design Thinking Requirements	Teachers/ Trainers/ Researchers	90	15 815,00	15	2 055,00	35	4 795,00	25	5 350,00	15	3 615,00

IO2 LEADING PARTNER: COVENTRY UNIVERSITY

	Intellectual Outputs				L.C.EDUCATIONAL		COVENTRY		POLYTECHNEIO	
	Output	Category of Staff	Working Days	Total Grant	Days	Grant	Days	Grant	Days	Grant
O2	Digital Competencies Assessment Framework	Teachers/ Trainers/ Researchers	125	20 590,00	40	5 480,00	45	9 630,00	40	5 480,00
O2	Digital Competencies Assessment Framework	Technicians	35	4 470,00	10	1 020,00	15	2 430,00	10	1 020,00

IO3 LEADING PARTNER: PANEPISTIMIO KRITIS

	Intellectual Outputs				PANEPISTIMIO		L.C.EDUCATIONAL LTD		COVENTRY		VIKSJÖFORS SKOLA	
	Output	Category of Staff	Working Days	Total Grant	Days	Grant	Days	Grant	Days	Grant	Days	Grant
O3	Development of Rhythm-Based Inclusion Curriculum, Piloting and Evaluation	Teachers/ Trainers/ Researchers	175	28 770,00	75	10 275,00	50	6 850,00	15	3 210,00	35	8 435,00
O3	Development of Rhythm-Based Inclusion Curriculum, Piloting and Evaluation	Technicians	55	6 790,00	25	2 550,00	15	1 530,00	5	810,00	10	1 900,00

IO4 LEADING PARTNER: VIKSJÖFORS SKOLA

	Intellectual Outputs				PANEPISTIMIO		L.C.EDUCATIONAL LTD		COVENTRY		VIKSJÖFORS SKOLA		POLYTECHNEIO	
	Output	Category of Staff	Working Days	Total Grant	Days	Grant	Days	Grant	Days	Grant	Days	Grant	Days	Grant
O4	Rythm4inclusion Online Training Programme	Teachers/ Trainers/ Researchers	200	35 045,00	40	5 480,00	40	5 480,00	25	5 350,00	55	13 255,00	40	5 480,00
O4	Rythm4inclusion Online Training Programme	Technicians	85	11 910,00	15	1 530,00	15	1 530,00	10	1 620,00	30	5 700,00	15	1 530,00

IO5 LEADING PARTNER: POLYTECHNEIO KRITIS

	Intellectual Outputs				L.C.EDUCATIONAL		COVENTRY		POLYTECHNEIO	
	Output	Category of Staff	Working Days	Total Grant	Days	Grant	Days	Grant	Days	Grant
O5	Platform	Teachers/ Trainers/ Researchers	165	23 760,00	25	3 425,00	15	3 210,00	125	17 125,00
O5	Platform	Technicians	120	12 540,00	15	1 530,00	5	810,00	100	10 200,00
	Total		1050	159690	245	31640	160	32420	330	40835

For more information about the 5 outputs: see p. 41-55 in application!

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MULTIPLIER EVENTS

The multiplier events are, as well as the learning/teaching/training events and the transnational project meetings, connected to the intellectual outputs

1. Design Thinking Requirements (Round 1)
2. Digital Competencies Assessment (Round 1 and 2)
3. Developments of Rhythm-Based Inclusion Curriculum (Round 1 and 2)
4. Online Training Programme (Some in Round 1, most in Round 2)
5. Platform (almost all project months)

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TIMETABLE

PROJECT TIMETABLE

MONTHS												

Project activity Year 1	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
E1 Eliciting stakeholders' needs and setting up the common piloting framework											▓	▓

Project activity Year 2	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
E1 Eliciting stakeholders' needs and setting up the common piloting framework	▓	▓										

Project activity Year 3	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
E2 Presenting rythm4inclusion and establishing local communities of teachers in Sweden	▓	▓	▓	▓								
E3 Presenting rythm4inclusion and establishing local communities of teachers in Greece	▓	▓	▓	▓								
E4 Presenting rythm4inclusion and establishing local communities of teachers in Cyprus	▓	▓	▓	▓								
E5 Presenting rythm4inclusion and establishing local communities of teachers in UK	▓	▓	▓	▓								
E6 International Conference									▓	▓	▓	

PARTICIPANTS AND GRANTS

Multiplier Events	Event	Nr of Participants		
	Country	Local	Foregin	Total Grant
Eliciting stakeholders' needs and setting up the common piloting framework	E1: UK	20	10	4 000,00
Presenting rythm4inclusion and establishing local communities of teachers in Sweden	E2: SE	20		2 000,00
Presenting rythm4inclusion and establishing local communities of teachers in Greece	E3: EL	20		2 000,00
Presenting rythm4inclusion and establishing local communities of teachers in Cyprus	E4: CY	20		2 000,00
Presenting rythm4inclusion and establishing local communities of teachers in UK	E5: UK	20		2 000,00
International Conference	E6: SE	80	10	10 000,00
Total		180	20	22 000,00
N.B. EL is the University of Crete				

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TRANSNATIONAL PROJECT MEETINGS

The transnational project meetings are, as well as the multiplier events and the learning/teaching/training events, connected to the intellectual outputs. (Pages in application 34-35, 73)

TIME TABLE

PROJECT TIMETABLE TRANSNATIONAL MEETINGS												
	MONTHS											
Project activity Year 1	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
M1 Kick off meeting		▓	▓									
M2 Meeting in combination with C1 to work out requirements and explore ways to integrate music with dance							▓	▓				
Project activity Year 2	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
M3 Meeting in combination with E1 to organize pilots (UK)	▓	▓										
M4 Meeting in combination with C2 to fix the forthcoming training. (Cyprus)										▓	▓	
Project activity Year 3	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
M5 Final meeting in combination with final conference											▓	▓

TRAVEL GRANTS

Transnational Project Meetings			PANEPISTIMIO KRITIS		L.C. EDUCATIONAL LTD		COVENTRY UNIVERSITY		VIKSJÖFORS SKOLA		POLYTECHNEIO KRITIS	
Nmbr of Partcp	Distance Band	Total Grant	Nr	Grant	Nr	Grant	Nr	Grant	Nr	Grant	Nr	Grant
25	>= 2000 km	19000	6	4 560,00	6	4 560,00	4	3 040,00	4	3 040,00	5	3 800,00
12	100 - 1999 km	6900	2	1 150,00	2	1 150,00	4	2 300,00	2	1 150,00	2	1 150,00
	TOTAL	25 900,00		5 710,00		5 710,00		5 340,00		4 190,00		

For more information about the project meetings: see page 34-35 in application!

N.B. When sending the regular finance report travel cost shall be specified in the attached template and according to the financial rules (Annex III p.10-11). Travel and subsistence costs should be included in the regular (every 6th months) finance and activity report including:

- *Country of venue*
- *Travel cost according to travel distance manual*
- *Number of meeting days*
- *Cost according to subsistence manual*
- *Number of participants*
- *Total cost*

LEARNING/TEACHING/TRAINING ACTIVITIES

The learning/ teaching/training events are, as well as the multiplier events and the transnational project meetings, connected to the intellectual outputs.

TIME TABLE

PROJECT TIMETABLE													
	MONTHS											
Project activity Year 1	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
C1 Join staff training event to explore the integration of music and dance within the psycho-pedagogical framework												
Project activity Year 2	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
C2 Joint staff training event to fine tune training materials												

PARTICIPANTS AND GRANTS

Total

Activity	Travel	
Short-term joint staff training e	No. of Participants	Total Grant
C1	16	4 060,00
C2	16	5 420,00
Total	32	9 480,00

Partners

PANEPISTIMIO KRITIS		L.C.EDUCATIONAL L		COVENTRY UNIVERS		VIKSJÖFORS SKOLA		POLYTECHNEIO KRIT	
Participa	Grant	Participa	Grant	Participa	Grant	Participa	Grant	Participa	Grant
4	80	4	1100	4	1440	4	1440	0	0
4	1100	4	80	4	2120	4	2120	0	0
8	1 180,00	8	1 180,00	8	3 560,00	8	3 560,00	0	0

INDIVIDUAL SUPPORT

Activity	Individual Support	
Short-term joint staff training e	Fund Duration (days)	Total Grant
C1	80	8 480,00
C2	80	8 480,00
Total	160	16 960,00

Activity	PANEPISTIMIO KRITIS			L.C.EDUCATIONAL LTD		
Short-term joint staff training e	Days	Participants	Grant	Days	Participa	Grant
C1	20	4	2 120,00	20	4	2 120,00
C2	20	4	2 120,00	20	4	2 120,00
Total	40	8	4 240,00	40	8	4 240,00

Activity	COVENTRY UNIVERSITY			VIKSJÖFORS SKOLA			POLYTECHNEIO KRITIS		
Short-term joint staff training e	Days	Participants	Grant	Days	Participa	Grant	Days	Participa	Grant
C1	20	4	2 120,00	20	4	2 120,00	0	0	0
C2	20	4	2 120,00	20	4	2 120,00	0	0	0
Total	40	8	4 240,00	40	8	4 240,00	0	0	0

For more information about the Learning/Teaching/Training events:

Co-funded by the
Erasmus+ Programme
of the European Union

PAYMENTS AND THEIR CONNECTION TO DELIVERIES

Budget

Budget Summary						
Budget Items	Grant	GRE UNIV	UK	CY	SE	GRE TUC
Project Management and Implementation	54 000,00	9000,00	9 000,00	9 000,00	18 000,00	9 000,00
Transnational Project Meetings	25 900,00	5710,00	5 340,00	5 710,00	4 190,00	4 950,00
Intellectual Outputs	159 690,00	21890,00	32 420,00	31 640,00	32 905,00	40 835,00
Multiplier Events	22 000,00	2000,00	6 000,00	2 000,00	12 000,00	0,00
Learning/Teaching/ Training Activities	26 440,00	5420,00	7 800,00	5 420,00	7 800,00	0,00
Total Granted	288 030,00	44020,00	60 560,00	53 770,00	74 895,00	54 785,00

40% paid 2018-11-20 to

1. Polytechneio Kritis: Michail Zervakis: 21914 Euro
2. Panepistimio Kritis: Tsakalides Panagiotis: 17608 Euro
3. L.C.Educational Ltd: Litsa Charalambous: 21508 Euro
4. Coventry University: Nicola Bradfield: 24224 Euro

The consortium should respect the deadlines regarding reporting in the project. Viksjöfors School will send Progress, Interim and Final Reports to the NA. Each partner shall send due reports **at least two weeks before** deadline to the coordinator. The payments will be connected to the delivery and approval of these reports.

Deadlines for progress and financial reports

To sign / send	Deadline	Payments
Contract Signing	31.12.2018	40% of Budget payment.
Progress Report	30.09.2019	
Interim Report	28.02.2020	Approved Interim Report: 40% of Budget payment.
Final Report to VB	30.09.2021	
Final Report to NA	30.10.2021	Approved Final Report 20% of Budget Payment

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QUALITY CONTROL

The quality control will be carried out on two levels: external and internal. The UK partner, COVUNI, will be in charge of the internal systematic, monitoring and ongoing evaluation.

Lead words are effectiveness, efficiency, collegiality, globality, transversiality of different disciplines, coherence, dissemination, interinstitutionalism and time manners.

⦿ **19**

The NA will be in charge of the external quality control.

> ***For more information about the quality control see page 33 in the application!***

PROJECT RISKS

The project coordinator and the internal evaluator will be in charge of risk identification at meetings and will take corrective action without delay.

> ***For more information about how we will deal with project risks see page 40 in the application!***

METHODS OF COMMUNICATION

For day to day communication Coursevo, e-mail and Messenger (Facebook) will be the preferred method for communication among partners on day to day matters, although telephone will also be used as appropriate.

Progress meetings will be held at throughout the project period. The project manager, project partners and relevant stakeholder representatives will be invited to attend these meetings. Attendance will be obligatory for the project partners. Project meetings agendas will be send to the partners in advance, while minutes of the meetings, that will record decisions made and actions required, will be produced after the meeting completion

DISSEMINATION AND SUSTAINABILITY PLAN

The Cyprus partner, LCEducational is in charge of the dissemination plan and all partners will make sure that the project results will be satisfying, disseminated and sustainable.

> ***For more information about the dissemination and sustainability see page 33, 67-73 in the application.***