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## Application

Programme	Erasmus+
Action Type	KA220-SCH - Cooperation partnerships in school education
Call	2021
Round	Round 1

## Context

Field	School Education
Project Title	Maths through Music and Creative Movement
Project Acronym	M2-Cm

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-11-2021	30	01-05-2024	SE01 - Swedish Council for Higher Education/Universitets- och högskolerådet	English

For further details about the available Erasmus+ National Agencies, please consult the following page:  
<https://ec.europa.eu/programmes/erasmus-plus/contact>

### Protection of Personal Data

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## Project Summary

Please provide short answers to the following questions, summarising the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the provided summary will be made public by the European Commission and the National Agencies.

### **Background:** Why did you apply for this project? What are the needs you plan to address?

The Council's Recommendations on key competencies for lifelong learning in 2018, emphasizes the importance of acquisition of competencies in Science, Technology and Engineering and Maths (STEM). Focusing on the Erasmus call 2021, the integration of ARTS in the STEM approach is one of the main objectives of the European Union in Education. Moreover, nowadays, most of the schools among Europe are multicultural with students coming from different cultural, socio-economic and religious backgrounds, a fact that intensifies the need of finding alternative ways of teaching curricular subjects to achieve better motivation of students, more inclusive education and better engagement of the students in the learning process. Another important aspect that enhanced the idea for the implementation of M2-Cm project is the Maths phobia that a lot of students (and also adults) experience. "Math Phobia may be a feeling of tension, apprehension, or fear that interferes with math performance. An individual with math phobia doesn't necessarily lack ability in mathematics; rather, s/he can't perform to her/his full potential thanks to the interfering symptoms of anxiety.." Among the suggested methods that can be used as 'remedy' for the Maths Phobia is "....to be shown to children that math is a CREATIVE subject. Learning math is more almost like learning music or art than it's to learning history or biology" (Mahapatra, P.K, 2020). The integration of Music and Creative Movement into Maths learning procedure will additionally bring more fun and interaction among students and teachers that will definitely lead to positive academic results. In Viksjöforsbaletten for more than a decade the local dance teachers have supported learning curricular subjects with cultural expressions in the dance school. AMusEd is an organization that gives special emphasis in the importance of integrating music in curriculum subjects. Both organizations acknowledge the importance of integrating arts into curriculum subjects, and they have experienced first hand the positive effects of it on students' wellbeing and academic results. Music and Creative Movement are inseparable and they directly connect with the embodied cognition philosophy, since through Creative Movement and Music we can help learners receive and gain new knowledge through their engagement of their whole body (embodied cognition). TUC/MUSIC as a technological University it gives special attention in the development of STEAM competencies in young people, that will help them not only during their student life but also in their future life as adults for that it participated in several Erasmus+ projects and focuses on innovative pedagogical approaches integrating Arts and promoting STEAM in European Schools. Mavromataki Private school is also focusing on the STEAM approach and more specifically in the connection of Maths with the other school subjects since Maths is a foundation in all professions and activities in people's lives. All involved partners bring a different expertise in this project and they all have special interest in promoting the STEAM approach, elements that will bring added value to the implementation of M2-Cm project. We strongly believe that the Production of Project Results will help teachers to gain new knowledge that will improve their teaching skills in STEAM approach and the students, who are the final beneficiaries, will be introduced to a more effective way of learning Maths.

### **Objectives:** What do you want to achieve by implementing the project?

As mentioned above, teachers nowadays need to find alternative ways of teaching curriculum subjects that will enhance a more inclusive education for the multicultural classrooms they teach and also help students to overpass their often encountered Math Phobia feeling. Through this project we aim to achieve the following: > Enhance STEAM pedagogical competences in the field of integrating arts in mathematics; > Enhance skills and efficacy in music and creative movement; > Adopt innovative teaching methods by embracing the effective use of music and movement techniques; > Increase students motivation and engagement in the learning process, fostering creativity and critical thinking through a more experiential approach of learning; > Create a positive classroom environment, by enhancing team building and collaboration that contribute to learners wellbeing; > Increase awareness of the effective integration of music and creative movement in Maths across Europe.

### **Implementation:** What activities are you going to implement?

The duration of the project is planned for 30 months. During this time period the consortium foresees to schedule five transnational meetings that will enable the partners to have better communication and right planning of the activities. The transnational meetings will be progressive meetings among the partners and their goals will be to present the current status and main results of the PPR up to that date. Partners will discuss future activities and actions. Further they will

discuss and clarify potential issues related to financial issues. Most of these meetings are combined with the training activities (see below) in order to avoid unnecessary mobilities of organizations' staff for ecological reasons. Further, the combination of transnational partners meeting with the training activities will give the opportunity to the consortium to have the trainees during their progressive meetings who will be able to give their valuable insight for the future development of the project. Since, the project focuses on developing an online teachers' training course to educate them in alternative methods of teaching Maths, three training activities will be organized. The first training activity will be delivered to the partners organization staff, in order to help them understand the importance as well as the ways that both music and creative movement can be integrated in Maths. This first Training (M9) activity will be really important for the future development of the project Results. The second and third training activity focuses on the training of school teachers and the direct involvement of students from partner countries. These 2 trainings (M15& M24) are planned in such a way to cover all the project results, get direct feedback from both teachers and students and produce material that can be used for the online training. The direct involvement of students and teachers from different cultural backgrounds will give the opportunity to the researchers and trainers to continuously improve the production of project results and to be more effective to teachers among Europe and beyond. Apart from the training activities, the consortium plans to have one multiplier event in each partner county that will focus on the presentation of the project to teachers and stakeholders in each country and try to establish local teachers communities who will be educated from the online platform and apply the suggested teaching techniques in their classrooms. This will help the dissemination but also the sustainability of project results. The final conference will be organized in the last month of the project, in Sweden and will contribute to the dissemination of the final project results towards target groups. The partners have planned the implementation of training activities and the final conference, that demand mobility of people, to be the same time with the transnational project meeting in order to minimize the travelling of involved staff members for ecological reasons.

**Results:** What project results and other outcomes do you expect your project to have?

Through the implementation of this project, the consortium plan to produce the following project results: > PR1: Teachers Guide: This guide will include research done that proves the relevance as also the importance of music and creative movement in Maths within the overarching framework of STEAM teaching and learning. Further, it will transfer to the teachers the general theoretical knowledge of Music and Movement that matches the Mathematical concepts as well as the historical and intercultural connections of these three subjects. The PPR1 will be translated in partner's countries languages. PR2: Repository of activities and other useful sources for the teachers. Examples of activities that can directly implemented in real classrooms, step by step guides on how to create a song that will bring an added value to the class, sources where teachers can find similar examples from all over the world as also a repository of world music/dance that can be connected to mathematical concepts and examples that can be used for the purpose of enhancing the integration of arts in Maths. Translation in partner's countries languages will be applied wherever possible. PR3: Online Networking and e-learning Platform. Through this PPR we aim to bring and network teachers across Europe in order to enable them to exchange ideas and practices in Maths teaching and give them the opportunity to be educated in an online environment and see a lot of examples of activities in real classrooms. Apart from the planned Project Results, that are tangible, some intangible outcomes are expected to be achieved through M2- Cm. These outcomes are: > Expansion of the partners' knowledge as it concerns didactic methods applied in Maths. > Improvement of management skills in European projects and possibility for future collaborations. > Increased motivation of students to learn. > Increased intercultural awareness. Through music examples participants will have the opportunity to learn about others' countries' music culture. > Contribution to the professional development of participating educators. > Help students to cross barriers. Students who are not familiar with Music or Movement (dance) are given a route into these Arts or students who are shy with Maths will find a new way to experience it. > Improvement of students' reaction towards Maths subject.

## Applicant organisation/Partner organisation

OID	Legal name	Country	Region	City	Website
E10199925	Viksjöforsbaletten	Sweden	Gävleborgs län	Viksjöfors	<a href="http://www.viksjofoforsbaletten.se">http://www.viksjofoforsbaletten.se</a>
E10060645	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD	Cyprus	Κύπρος (Κύpros)	Nicosia	<a href="http://www.amusedcy.com">www.amusedcy.com</a>
E10053792	POLYTECHNEIO KRITIS	Greece	Κρήτη (Kriti)	CHANIA	<a href="http://www.tuc.gr">www.tuc.gr</a>
E10058899	MAVROMATAKI M. & SIA E.E.	Greece	Κρήτη (Kriti)	CHANIA	<a href="http://www.mmschool.gr">www.mmschool.gr</a>

Is the organisation a public body?

Is the organisation a non-profit?

Type of Organisation

Non-governmental organisation/association

Main sector of activity

Organising cultural activities and involvement possibilities with local communities

Associated persons should not be shown in PDF because of GDPR compliance.

## Budget Summary

### Project Budget Summary

Project Management and Implementation	37 500
Transnational Project Meetings	15 610
Project Results	287 550
Multiplier Events	16 650
Virtual Multiplier Events	1 650
Learning, Teaching Training Activities	30 772
Total grant	388 082

### Transnational Project Meetings

Meeting ID	Meeting Title	N° of Participants	Grant
1	Second Transnational Meeting	6	3 820
2	Third Transnational Meeting	6	4 560
3	Fourth Transnational Meeting	6	2 670
4	Fifth Transnational Meeting	6	4 560
Total		24	15 610

### Project Results

Result ID	Output Title	Category Of Staff	N° of Working Days	Grant
1	Project Results Details (1)	Teachers/Trainers/Researchers	140	33 740
1	Project Results Details (1)	Technicians	30	5 700
1	Project Results Details (1)	Teachers/Trainers/Researchers	110	15 070
1	Project Results Details (1)	Technicians	30	3 060
1	Project Results Details (1)	Teachers/Trainers/Researchers	60	8 220
1	Project Results Details (1)	Teachers/Trainers/Researchers	80	10 960
2	Project Results Details (2)	Teachers/Trainers/Researchers	120	28 920
2	Project Results Details (2)	Teachers/Trainers/Researchers	170	23 290
2	Project Results Details (2)	Teachers/Trainers/Researchers	80	10 960
2	Project Results Details (2)	Teachers/Trainers/Researchers	70	9 590
3	Project Results Details (3)	Teachers/Trainers/Researchers	160	38 560
3	Project Results Details (3)	Teachers/Trainers/Researchers	160	21 920
3	Project Results Details (3)	Teachers/Trainers/Researchers	290	39 730
3	Project Results Details (3)	Technicians	250	25 500
3	Project Results Details (3)	Teachers/Trainers/Researchers	90	12 330
Total			1840	287 550

### Multiplier Events

Event ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Virtual Participants	Grant
1	Presenting m2-cm and establishing local communities of teachers in Sweden	Sweden	20	0	20	2 300
2	Presenting m2-cm and establishing local	Cyprus	20	0	20	2 300

	communities of teachers in Cyprus					
3	Presenting m2-cm and establishing local communities of teachers in Greece	Greece	20	0	20	2 300
4	Final conference	Sweden	70	10	50	9 750
Total			130	10	110	16 650

## Learning, Teaching, Training Activities

LTT ID	Title of activities	Travel Support	Green travel	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Inclusion Support	Linguistic Support Grant	Grant
C1	Training for trainers	1 931	0	0	3 286	0	0	5 217
C2	Training for teachers and students	6 391	0	0	6 526	0	0	12 917
C3	Training for teachers and students	4 606	0	0	8 032	0	0	12 638
Total		12 928	0	0	17 844	0	0	30 772

## Budget per Participating Organisation

### Viksjöforsbaletten (E10199925 - Sweden)

Project Management and Implementation	15 000
Transnational Project Meetings	3 040
Project Results	106 920
Multiplier Events	12 050
Learning, Teaching Training Activities	9 319
Total grant	146 329

### A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)

Project Management and Implementation	7 500
Transnational Project Meetings	4 190
Project Results	63 340
Multiplier Events	2 300
Learning, Teaching Training Activities	11 839
Total grant	89 169

### MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)

Project Management and Implementation	7 500
Transnational Project Meetings	4 190
Project Results	30 140
Multiplier Events	2 300
Learning, Teaching Training Activities	8 809
Total grant	52 939

### POLYTECHNEIO KRITIS (E10053792 - Greece)

Project Management and Implementation	7 500
Transnational Project Meetings	4 190
Project Results	87 150
Learning, Teaching Training Activities	805
Total grant	99 645

## Timetable

Note that transnational project meetings, production of project results, multiplier events and learning, teaching and raining activities will be listed in this table automatically once you have created them in the dedicated section of the form. You can create other relevant activities that do not receive specific support but are funded by the Project Management and Implementation grant and add them to the table.

ID	Activity Type	Starting period	End of Period	Activity Title
1	Project Results	2021-11	2022-10	Teachers' Guide
2	Project Results	2022-06	2023-06	Repository of activities and other useful sources for the teachers
3	Learning Teaching Activities	2022-07	2022-07	Training for trainers
4	Transnational Project Meeting	2022-07	2022-07	Second Transnational Meeting
5	Project Results	2022-10	2024-04	Online Networking and e-learning platform
6	Transnational Project Meeting	2023-01	2023-01	Third Transnational Meeting
7	Learning Teaching Activities	2023-02	2023-02	Training for teachers and students
8	Multiplier Event	2023-05	2023-05	Presenting m2-cm and establishing local communities of teachers in Sweden
9	Multiplier Event	2023-05	2023-05	Presenting m2-cm and establishing local communities of teachers in Cyprus
10	Multiplier Event	2023-05	2023-05	Presenting m2-cm and establishing local communities of teachers in Greece
11	Learning Teaching Activities	2023-10	2023-10	Training for teachers and students
12	Transnational Project Meeting	2023-10	2023-10	Fourth Transnational Meeting
13	Multiplier Event	2024-04	2024-04	Final conference
14	Transnational Project Meeting	2024-04	2024-04	Fifth Transnational Meeting

## Other Relevant Activities in the Timetable

Do you want to add other relevant activities not yet included in the timetable and that do not receive a specific grant but can be funded from the Project Management and Implementation grant?

No



## Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

**If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again.** Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

### Viksjöforsbaletten (E10199925 - Sweden)

Applicant organisation OID	Legal name	Country
E10199925	Viksjöforsbaletten	Sweden

#### Applicant details

Legal name	Viksjöforsbaletten
Country	Sweden
Region	Gävleborgs län
City	Viksjöfors
Website	<a href="http://www.viksjoersbaletten.se">http://www.viksjoersbaletten.se</a>

#### Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Organising cultural activities and involvement possibilities with local communities

#### Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

Viksjöforsbaletten is located in a countryside village. By tradition the motivation for education is low in the area since forestry, machinery and furniture factories have offered work from early ages. The area is at risk of being abandoned by brain drain. Youngsters with study ambitions tend to leave. Due to isolation in countryside teachers and pupils are in constant need of contacts beyond the very limited borders. In isolated countryside stimulation for language learning and for awakening curiosity about other places in EU is needed. Viksjöforsbaletten is a voluntary cultural organization. We focus on physical training (dance, acrobatics), aesthetics (choreography, stage design, costumes, film, documentary), integration (i.e. wheel chair dancers, isolated living countryside youngsters, lonely coming refugee children via UNHCR) and outgoing and international work i.e. coordinating 'Skapande skola', coordinating 'Viksjöfors kulturpedagogiska skola' <https://artinedviksjoers.se/>, exchanges, cultural projects, camps (both youth training and education for dance teachers), festivals. Viksjöforsbaletten is a dance school in the garden of the primary school Viksjöfors skola. In our building cultural inspiration is offered. For more than a decade the local dance teachers have supported learning curricular subjects with cultural expressions in the school. In our village there are pupils with multicultural background, also in every school class. The rise of immigration awoke a curiosity for alternative learning methods. The dance teachers and school teachers started to explore new ways to communicate learning. They approached teaching curricular subjects with expressions of rhythm, music, art, dance and literature created by children. Results are shared in Erasmus+ projects ARTinLAN, MUSILIB and rhythm4inclusion, <https://sites.google.com/artinlan.eu/home>, <http://www.multilibproject.eu/> and <https://www.r4i.tuc.gr/en/home>. The way of learning with cultural expressions has become a model in the whole municipality and beyond. It is now an urgent need among the NGO staff and school staff to know more within the field in order to better share steps of success. Strategy in Viksjöforsbaletten: Support for learning with new and further ambitions

than traditions have offered. Non formal and formal education are means for adapting cultural influences and to be open for social inclusion. Object of the organization: To frame favourable conditions for the development of a creative, energetic young persons having active civil position with useful national and international network in all age levels. Aims of the organization: To develop the creative potential in every child To support children's initiatives To create conditions for active learning skills To develop international cooperation for development of pedagogy and for learning curricular subjects

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Learning curricular subjects with cultural expressions has gradually become part of daily NGO pedagogy with influences from Erasmus+ projects such as ARTinLAN <https://sites.google.com/artinlan.eu/home> Viksjöforsbaletten has ongoing cooperation with Länsstyrelsen Gävleborg in immigrant matters. We have several camps yearly about youth and meeting a new country and how local youth/families meet up. Newly arrived lonely coming children via UNHCR join the org. on a regular basis. Viksjöforsbaletten is actively cooperating with nearby schools so pupils with still poor language skills get added learning values via cross-curricular learning (model: <http://multilibproject.eu/> ). Our children and youngsters get prepared for the future via self esteem training in cultural context. We can share the way how we support children and youngsters via cultural work with social manners. Helena Ehrstrand is the legal representative of the organization and she is responsible for the following: - planning, development and overall coordination/implementation supervision of projects - international connections on project-related issues - developing project concepts, including goals, objectives, activities and main stages Further there is a dance Teacher named Jessica Engberg, and a dance teachers team who focus on the teaching curricular subjects through dance and it consists of Robert Junior, Elin Ståhlberg, Julia Ehrstrand, Erika O'Neill. Julia Ehrstrand, also dance teacher, is graduated with a Bachelors Degree in dance/teaching from DOCH/University of Circus and Dance (Stockholm). She has also studied at Institut del Teatro (Barcelona) and graduated from the ISVP program at DNA in 2009. Her choreographies have been presented on various stages in NYC, Europe and Asia. She has taught at i.e. The Juilliard School in NYC, Steps on Broadway, Broadway Dance Center, Gibney Dance Studio, Peridance Capezio Center, company classes for The Jose Limon Dance Company, The Royal Swedish Ballet School in Stockholm, DOCH University of Dance and Circus

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Youth mobility (KA105)	5	5	0	0
Strategic Partnerships for school education (KA201)	1	1	3	1
Strategic Partnerships for vocational education and training (KA202)	0	0	1	1
Strategic Partnerships for youth (KA205)	0	0	1	0
Strategic Partnerships for youth (KA227)	1	0	0	0

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## Partner Organisations

Partner organisation OID	Legal name	Country
E10060645	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD	Cyprus
E10053792	POLYTECHNEIO KRITIS	Greece
E10058899	MAVROMATAKI M. & SIA E.E.	Greece

### A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)

#### Partner organisation details

Legal name	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD
Country	Cyprus
Region	Κύπρος (Kýpros)
City	Nicosia
Website	www.amusedcy.com

#### Profile

Type of Organisation	Small and medium sized enterprise
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#### Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

AMusEd is an organization that specializes in training for children and youth through Music, Drama and Dance. Among other activities, AMusEd offers as afternoon school extra curricular activities for Early Childhood years, student and adults in the field of music through private or group instruments lessons, group music theory lessons, drama and musical theatre lessons, English language learning through drama and music as well as music therapy services. AMusEd delivers regular workshops and in-service teachers' training on how to better children's and teenagers' academic achievements and their life in general by using multi-arts, especially music and drama and dance. The organization specializes also in social inclusion and believes that the arts can play an active role to help remove barriers and free expression and communication. Since 2018 A.Mus.Ed offers Erasmus Funded Teachers training courses in various subjects. One of the courses that has been offered both to in-service teachers in Cyprus as well as part of the Erasmus KA1 funded teachers courses is about 'Teaching Maths through Music'. These workshops were a result of the Maria Demosthenous, AMusEd manager, Master's thesis in School Leadership and Management where the Teachers Development through the integration of Music into Maths teaching was investigated. A.Mus.Ed brings its service to the local community through the organization of performing arts events and contributes to the growth of culture of children and families. Recently it has created a multicultural band in which asylum seekers from Africa and Cypriots are singing and making music together. The purpose of this band is to accommodate people from different culture backgrounds and bond them through the power of music. A.Mus.Ed is a creative drive for projects, with its expertise and knowledge of the music, educational psychology, music therapy, drama and innovative language teaching. At the moment the organization has 4 full time employees, and 7 other teachers, tutors artists who work on a part time basis. The organization is offering early childhood music training to more than 400 students through its collaboration with private kindergartens in Cyprus and the number of learners is approximately 80 students of all ages, including families who attend our weekly family music groups.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

As above mentioned, the manager of the organization, Maria Demosthenous, has made a research in the field of integration of music into Maths subject in primary schools, through which she was investigating the Professional

Development of primary teachers with no previous music knowledge, who applied the proposed method. It is important to be mentioned that all teachers had no previous knowledge in music. Through the research done a number of teachers training courses in the field of Teaching Maths through Music techniques have been offered to in service teachers in Cyprus. Further, a series of educational workshops on Teambuilding have also been offered to primary teachers in Cyprus through a collaboration with the Pedagogical Institute. AMusEd has great experience in teachers' training courses and in the creation of educational material. Maria Demosthenous is a graduate of the Music Department of Aristotle University of Thessaloniki. She has a piano diploma and a Master Degree in School Management in CIIM (Cyprus International Institute of Marketing). She has attended high standard workshops and seminars on music pedagogy and business management. She has worked in primary and high schools as a music teacher. In 2018 she founded A.Mus.Ed, where all the previous classes mentioned are accommodated and she collaborates with great music, drama and art tutors who offer their services to students. Her mission is to promote arts in education and to enhance various educational learning skills through active participation in arts experience. She has a vast knowledge of Cyprus educational realities and a wide network of schools, both primary and secondary, in which she is constantly invited to run seminars, workshops and various educational activities for social inclusion and innovative teachings. She is a certified adults' trainer by HDRA in Cyprus and she also runs some corporate events that target to teambuilding through music. Further, AmusEd has a great knowledge in website development as well as in dissemination through social media and newsletters. Christodoulos Demosthenous who is collaborating with the organization has a Bachelor in Graphic Design and a Master degree in Interactive Media from the University of the West of England. He has a vast experience in Graphic design as also in the design of Websites. He is also experienced in disseminating and promoting information through social media and other online resources.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	3	0
Strategic Partnerships for adult education (KA204)	0	0	1	0
Strategic Partnerships for youth (KA205)	1	0	1	0
Strategic Partnerships for youth (KA227)	0	0	2	0

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## POLYTECHNEIO KRITIS (E10053792 - Greece)

### Partner organisation details

Legal name	POLYTECHNEIO KRITIS
Country	Greece
Region	Κρήτη (Kriti)
City	CHANIA
Website	www.tuc.gr

### Profile

Type of Organisation	Higher education institution (tertiary level)
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### Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

TUC/MUSIC was established in 1990 in the Dep. of Electronics and Computer Engineering of the Technical University of Crete, Chania, Crete, Greece. It is a centre of research, development and teaching in the areas of distributed information systems, application engineering, computer graphics, and simulation engineering. TUC/MUSIC performs research in the areas of high performance distributed multimedia architectures, information systems offering advanced functionalities, data base systems, information retrieval systems, digital libraries, service oriented architectures, and graphics systems. In the area of application engineering, TUC/MUSIC performs research in the topics of large distributed multimedia delivery networks for intelligent TV applications, semantic interoperability infrastructures, web and mobile based application development methodologies, natural language processing, as well as standard-based software infrastructures for multimedia applications in areas such as e-learning, culture and tourism, business applications, TV Applications and medicine. It also has extensive experience in usability aspects of modern applications, the design of intuitive and efficient graphical user interfaces both for the desktop and the web, and their evaluation following standard methodologies. TUC/MUSIC has participated in over 60 EU projects and Excellence Networks. In many of these projects it was the Prime Contractor and/or Technical Leader. In several Erasmus+ projects TUC/MUSIC focuses on innovative pedagogical approaches integrating Arts and/or promoting STEAM in European Schools. Selected publications: Giannarakis, M., Moumoutzis, N., Papatzakis, Y., Kourkoutas, E., Mania, K.: "A 3D Rhythm-based Serious Game for Collaboration Improvement of Children with Attention Deficit Hyperactivity Disorder (ADHD)". In 2021 IEEE Global Engineering Education Conference (EDUCON). 21-23 April 2021, Vienna, Austria. Moumoutzis, N., Rigas, N.A., Xanthaki, Ch., Maragkoudakis, Y., Christodoulakis, S., Paneva-Marinova, D., Pavlova, L.: "Using the PerFECT Framework to Invent Playful Learning Activities for Exploring the Binary System". In 2021 IEEE Global Engineering Education Conference (EDUCON). 21-23 April 2021, Vienna, Austria. Moumoutzis, N., Paneva-Marinova, D., Xanthaki, C., Arapi, P., Pappas, N., Christodoulakis, S.: "Using the PerFECT Framework to Establish an Onlife Community for Theatre in Mathematics to Teach Principles of Computing". In 2020 IEEE 44th Annual Computers, Software, and Applications Conference (COMPSAC 2020). 13-17 July 2020. Virtual Event. Moumoutzis, N., Rigas, N.A., Xanthaki, Ch., Maragkoudakis, Y., Christodoulakis, S., Paneva-Marinova, D., Pavlova, L.: "Employing Theatrical Games to Establish and Support Onlife Learning Communities on Mathematical Principles of Informatics". Digital Presentation and Preservation of Cultural and Scientific Heritage. Vol. 10, Sofia, Bulgaria: Institute of Mathematics and Informatics – BAS, 2020, pp. 19-44, ISSN 1314-4006 (Print), eISSN 2535-0366 (Online). Pappas, N., Arapi, P., Moumoutzis, N., Christodoulakis, S.: "Supporting Learning Communities and Communities of Practice with Coursevo", 2017 IEEE EDUCON Global Engineering Education Conference, Athens, 2017. Moumoutzis, N., Gioldasis, N., Anestis, G., Christoulakis, M., Stylianakis, G., & Christodoulakis, S.: "Employing Theatrical Interactions and Audience Engagement to Enable Creative Learning Experiences in Formal and Informal Learning". In Interactive Mobile Communication, Technologies and Learning IMCL 2017. pp. 142-154. Lamas, P., Moumoutzis N.: "Towards the gamification of inquiry-based flipped teaching of

mathematics a conceptual analysis and framework", in Proceedings of the 9th International Conference on Interactive Mobile Communication Technologies and Learning (IMCL), Thessaloniki, Greece, 2015.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

TUC/MUSIC has developed creativity and eLearning software tools and platforms exploiting modern multimedia and communication technologies. These tools and platforms support several EU projects (pSkills, Organic.Mednet, NaturalEurope, e-ARTinED, EVANDE, MultiLib, MechMate, TIM, rhythm4inclusion, MUSILIB, MILAN, GAME IT, e-Coach). TUC/MUSIC will adapt and deploy the Coursevo platform within this project for supporting and managing learning processes and learning materials. The platform enables the community building and supports communities by providing them with the appropriate activity spaces to co-work in projects, organize, describe, share and re-use digital resources (knowledge management) and support learning processes and learning communities (knowledge transfer). Activity spaces are a key element of Coursevo. They serve as technical carriers that mediate social interaction and provide the necessary tools for knowledge management and transfer. They are essentially a way to organize people and supporting services in different ways depending on the aim of the activity. In particular, Coursevo, supports the following three types of Activity Spaces: (a) Courses, are activity spaces that organize teams of distant-learners and offer training services to members of a community. Courses can support activities such as training events, multiplier events, short-term or longer-term workshops, courses undertaken within the context of a training programme etc. (b) Repositories, are activity spaces that provide functionality to collect and organized digital content so that it could be shared among the members of a community of practice. (c) Projects, are activity spaces that aim at organizing teams of collaborating members of the community of practice with certain objectives (e.g. to organize a course or implement a specific event or other tasks). Staff involved in the project: - Prof. Emer. Stavros Christodoulakis: Former director of TUC/MUSIC, Professor Emeritus of the ECE Department of TUC, and Member of the Scientific Board of the Institute of Telecommunications of Crete; member of the Scientific Board of the DELOS II Network of Excellence on Digital Libraries; co-coordinator of the DELOS II Cluster "Audio-visual and non-traditional objects". Member of the Working Group 3/Technical Committee 48 of the Greek Organization for Standardization (ELOT) working in the area of learning processes and technologies standardization. - Nektarios Moumoutzis, Researcher. Holds a MEng in Computer Engineering. He has been involved in various research projects and his expertise includes project management, design and implementation of modern information systems, object oriented databases, and eLearning systems. Over the past 10 years, his research activity focuses on designing, developing, evaluating and exploiting digital applications and systems in creativity, learning and cultural heritage including digital games as an attractive learning environment linking schools with culture. He has 29 years' experience in coordinating national and European projects. - Nikos Pappas, Research Engineer – Learning Technologies Expert. He holds an Engineering Diploma and a M.Sc. in Electronic and Computer Engineering. He has been working in TUC/MUSIC since 1992 and has been involved in various European research projects related to multimedia information systems, eLearning and digital libraries. He is the chief architect and responsible for the development and evolution of the Coursevo platform (<http://coursevo.com/>) supporting communities of practice and training programmes. - Yiannis Maragkoudakis, Researcher - Financial expert. He is an electronic and computer engineer (Dipl.-Eng.). He has been working in TUC/MUSIC since 1992 and has been involved in various EU research projects. His expertise includes project management and coordination of research projects, parallel systems, multimedia servers, eLearning systems and applications.



Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Strategic Partnerships for school education (KA201)	1	0	9	6
Strategic Partnerships for vocational education and training (KA202)	1	0	9	6
Strategic Partnerships for higher education (KA203)	2	0	6	1
Strategic Partnerships for adult education (KA204)	1	1	3	0
Strategic Partnerships for youth (KA205)	0	0	4	1
Higher education student and staff mobility between Programme and Partner countries (KA107)	5	5	0	0
Higher education student and staff mobility within programme countries (KA103)	10	10	0	0
Strategic Partnerships for adult education (KA226)	0	0	3	1
Strategic Partnerships for youth (KA227)	1	0	3	0

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)

### Partner organisation details

Legal name	MAVROMATAKI M. & SIA E.E.
Country	Greece
Region	Κρήτη (Kriti)
City	CHANIA
Website	www.mmschool.gr

### Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
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### Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Mavromataki Private School is a small private primary school, which consists of six divisions. Our school has got about 45 students (aged 6-12) and 14 teachers. The aim of our institution is to create a school environment that helps our students grow educationally, socially and culturally. Through diverse stimuli and the appropriate motivation students will have the opportunity to cooperate and participate in activities and innovative projects, realising that a school is a place where we can learn while having fun. The profile of our school has diversified the last few years to offer pupils more opportunities in their future endeavours: IT lessons from an expert IT professor; Robotics and Coding; STEM education because we consider it necessary not only to be obtained by our students for relevant knowledge and understanding but also to be able to treat the natural environment with the basic act of sustainability, also to retrieve the necessary skills for their personal growth and potential. In this framework, we place emphasis on the inquiry based method of learning, we approach it through transdisciplinary projects and various activities. We attempt to combine theory with practical situations and problem solving. Especially the subject of Mathematics is not only approached through teaching terms and rules, learning formulas and types by heart and solving problems. Since Math is a foundation in all professions and activities in our lives, we try to connect them with all the rest of school subjects through hands - on activities, crafts (tinkering) and the arts (art lesson, music, and dance). Every year the school participates in STEM projects which are combined with other environmental or cultural programs. We have already reinforced many ideas and created a methodological approach which we can share and improve with our collaborators. We are a bilingual and multicultural school, with students from different regions and different cultures. Besides the Greek students, many of our students are native English speakers from the USA. There are also a substantial number of students with parents from various EU countries. In addition, every year we take part in a program called "Teachers for Europe". The Representatives of the EU in Greece started this program 10 years ago. All the participants of this program have worked to prepare their students to be active European citizens for the future. Through the Erasmus+ program we shall have the opportunity to seek new opportunities and expand our horizons in new educational frames focusing on younger ages, looking for an innovative way and the appropriate methodology to reinforce a bottom-up progression of the identity of an active European citizen. We believe that the earlier we begin, the more concrete results we shall have. All this procedure will provide our students with the chance to be involved in an innovative educational project. They will cultivate the necessary skill-set to overcome the challenges of our demanding world, and most importantly they will have fun interacting with children from the EU and around the world.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The headteacher of the school has taken on the role to try and inspire and coordinate the school staff toward this direction. His involvement in relevant national and European programs has helped him in his effort. His study and

teaching proposal for the historical origins of the mathematical concepts and symbols we use in elementary school, based on The Parrot's Theorem by Denis Guedj, was awarded in a pan-European competition of the European Schoolnet (Scientix program) and had the opportunity to be trained in the Future Laboratory in Brussels. The connection between Mathematics and History was quite interesting. Since then he has played an important role in this direction both in the framework of the function of the school but also in the wider society with projects and activities. Through his participation in the national program Melina - Education and Culture, he is aware of issues that utilize the Arts (Theater, Music, Dance and Movement, Visual and Audiovisual expression) as methodological tools of the pedagogical practice that highlight the cultural dimension of education and brings to the center of school life the usually neglected arts while recognizing their value in the development of all participants. As an adult educator he has participated in European Grundtvig Programs (eg Project PITAGORA), CLIL methodology for foreigners learners, Active Citizenship (Teacher4Europe Ambassador), STEM education (Scientix Ambassador) and History. The school develops the talents and special interests of the teaching staff, who have increased relevant qualifications. Cooperation between all parties is necessary to achieve the goals along with the interdisciplinary cooperation. In addition to their theoretical and scientific training, the teachers have acquired special talents in music, physical activity, movement and dance, theatrical education, visual arts, museum education and literature. Many of them have acquired postgraduate degrees in special education, music therapy, play therapy, cultural management, language teaching, intercultural education and the ESA educational program. We often present theatrical and music-dance performances at school, we are hosts to special guests, and the cooperation with parents and local organizations (Technical University of Crete, Laboratory Center of Science Chania, El. Venizelos Foundation, Maritime Museum of Crete, Municipality of Chania, etc.) are also frequent. Many projects (local, national and European: Erasmus +) are implemented during the last years with the basic principles of collaboration, lifelong learning and peer-learning. Through these processes we express what we believe benefits the cognitive, spiritual, social and physical development of our students but also the personal and professional development.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for Schools Only (KA219)	0	0	1	0
School Exchange Partnerships (KA229)	0	0	1	1

☒ I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

## Project Description

### Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

If relevant, please select additional priorities according to the objectives of your project.

SCHOOL EDUCATION: Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach

SCHOOL EDUCATION: Supporting teachers, school leaders and other teaching professions

Please explain how your chosen priorities relate to the aims and objectives of your project.

The last decade there is a great growth in the STEM job market that emphasizes the need of promoting interest and excellence in STEM in education. Studies have proved that the students lack creativity and so the need of integration of Arts in STEM has arisen. Additionally, more creative and innovative approaches towards teaching are becoming increasingly important to reverse an unfavorable school climate, a lack of learner centeredness and inadequate awareness of learning disadvantage students. Teachers are the key figure for the proper functioning of the learning process and formation of young people. Their role as “educators” undoubtedly is great and sacred. They should be prepared for effectively use competence-oriented teaching, to apply more project-based and cooperative teaching and learning, in order to achieve changing of students' learning profile. This requires teachers with multiple skills, able to use strategies and techniques to motivate students. Adequately trained teachers, through the lifelong learning process, will comply with the modern teaching methods and will lead to the desired results. M2-Cm project aims to help teachers to overturn the typical approach of teaching Maths, shifting from a standard traditional approach of teaching to an art - integrated approach. Music and Movement will become part of Maths teaching methods and will help students not only become more active learners but also gain critical thinking through the integration of Arts. This fundamental goal can be achieved by enhancing teachers' competencies and skills to adopt innovative learning approaches and embrace the effective use of music and creative movement techniques in teaching Math. Moreover, M2-Cm aims to reinforce relational and communication expertise, by providing teachers the means to successfully deal with the everyday challenges in teaching practice. Thus, offering continual support during and after the implementation of the project, through a digital platform, will help teachers and educators to adopt the proposed STEAM approach in their daily routines. Further, based on Europe's Schools Policy for tackling early school leaving, the Continuous Professional Development (CPD) of teachers is a must on preventing early school leaving. Through music and creative movement integration, teachers give the opportunity to their students to develop strong bonding and communities in classrooms, a factor that enhances the role and importance of schools in children's lives. Thus, a whole school approach is enhanced through the objectives of M2 - Cm project. Moreover, Open Education approach aims to spread the outcomes, know-hows and already achieved objectives as extensively as possible, providing the opportunity for new educators to access high quality results that help them in their career and inspire them to adopt and use new teaching approaches. By using modern digital tools to organize relevant outputs in repositories that enable, via an e-learning platform the establishing of community of practice on artful teaching of Maths, m2-cm will address an international audience, which will enable a wide dissemination of project results and contribute to their sustainability even after the end of the funding period.

Please select up to three topics addressed by your project

New learning and teaching methods and approaches

Pedagogy and didactics

Preventing early school leaving and failure in education

### Project Description

Please explain the context and the concrete objectives of your project.

There is a great need of promoting interest and excellence in STEAM approach in education since the job market in STEM is increasing and the need of critical thinkers and risk takers, good team players in the market is highlighted and is well known that these characteristics can be developed through the arts. Further, according to surveys, nowadays, many adults have insufficient basic skills. In 2015 one in five pupils had serious difficulties in developing sufficient reading,

mathematic or science skills. In some countries up to one third of adults are proficient at only the lowest levels in literacy and numeracy. The Council's Recommendations on key competencies for lifelong learning in 2018 refers to the development of key competencies by fostering the acquisition of competencies in sciences, technology, engineering and mathematics (STEM), taking into account their link to the arts, creativity and innovation and motivating young people to engage in STEM careers (Official Journal of the EU, 4/6/18, C189/2). Physical movements complement human's natural tendency of learning and embodied cognition has shown promise of learning effectiveness in mathematics (Tran, C et al. 2017). The neuroscience of music has proven that music making can really help people's lives not only on emotional aspects but can also have a very positive effect on cognitive and brain development. Humans are the only species in the world that can synchronize movement with sound (Levitin, D & Tirovolas, A. 2009), so creating a learning environment where students will engage with music and movement will definitely lead to positive outcomes. Further, music affects the students positively, as it concerns their social relations (Harland, et al 2000). The acknowledgment that there are kinesthetic learners who usually cannot fit in a traditional classroom leads educators to find paths to inclusive education. Therefore using creative movement as teaching tools leads to an increase of students' understanding of content and improvement of classroom climate since this integration will help to meet the needs of a variety of learners in a more meaningful manner (Skoning, S.N.2008). Following the EU Schools Policy for tackling Early School leaving (2020), schools should ensure that '... every child, young person, has an equal chance to access, participate and benefit from high quality and inclusive education is a must.' It also highlights the combination of an 'engaging and relevant curriculum with dedicated staff as the most effective way to prevent early school leaving and social exclusion'. Aim of this proposal is to enrich the teaching methods of mathematics by the integration of arts in the field of music and creative movement. The target group is formed by school education members who are the final beneficiaries. In this context the main objectives of this project are: 1) Enhance STEAM pedagogical competences in the field of integrating arts in mathematics 2) Enhance skills and efficacy in music and creative movement, 3) Adopt innovative teaching methods by embracing the effective use of music and movement techniques, 4) Increase students motivation and engagement in the learning process, fostering creativity and critical thinking through a more experiential approach of learning, 5) Create a positive classroom environment, by enhancing team building and collaboration that contribute to learners wellbeing, 6) Increase awareness of the effective integration of music and creative movement in maths subject across Europe.

#### How will the project meet the needs of your partnership and those of the target groups?

Teachers nowadays face the big challenge of teaching students with multicultural backgrounds and this leads to the need of finding alternative ways of teaching to achieve better academic results for all students and gain a more inclusive educational approach to subjects like Maths, where the language should not be a barrier for learning. This partnership consists of the Technical University of Crete that has been involved in educational projects and promotes the STEAM approach in education and their participation in this project will enable them to extend their knowledge in the STEAM approach in elementary schools as well as develop more online training through the Coursevo Platform that TUC has created to support online learning and training. AMusEd is an organization that focuses on the amalgamation of arts like music, drama and dance, in other subjects and supports the benefits of this integration. Their participation will help them to extend their knowledge in the integration of music and creative movement in Maths subjects and help them improve their seminars, workshops and lectures they offer to school staff. This will contribute to the better dissemination of project results both in Cyprus and European countries through the KA1 Erasmus funded teachers courses. Viksjöforsbaletten, the project coordinator, will expand their knowledge in combining Creative Movement with Maths and enhance the STEAM approach in their activities with primary students. They will disseminate the new competencies among their staff of their school network. Furthermore, the participation of Mavromataki Private school as a partner, enables the project to have a significant impact with the teacher community that will expand, towards the end of the project, to other countries beyond the partnership. The partner organizations need and always seek opportunities to improve their knowledge in the education field and then promote or directly apply this in schools since all of them target to the improvement of education and also have close collaboration with educators. This project focuses on promoting the STEAM approach in learning through the integration of music and creative movement in Maths. The initial target groups are the teachers among Europe who face the challenge of teaching in multicultural background classrooms where sometimes the language barriers lead to disappointing results. Further, Math anxiety and the fear of Maths that many students face will be confronted to help students overcome negative feelings that block them from learning (Kovas, Y., 2021, <https://www.youtube.com/watch?v=G6zppyVtKdw>). The integration of music and creative movement in Maths brings more joy, as well as a more gamified approach to the lesson that will definitely help the students who are the final beneficiaries to improve in Maths subject (Lameras & Moumoutzis, 2015). M2-Cm aims to develop training (both online

and in person), resources of examples, good practices and step by step (through the digital repository) guidelines in order to equip teachers across Europe with all possible teaching tools that will enable them to integrate music and creative movement in Maths teaching. To achieve all these with great impact among Europe and beyond, the consortium plans, first to present the importance of the STEAM approach, the need of integrating music and creative movements in Maths learning and the benefits of the proposed methods that will be developed during the implementation of the project (through the Teacher's Guide), since it is really important that the teachers who are the target groups to be well informed and convinced to use the proposed methods and approaches. Teachers who believe in the benefits of this approach will be able to apply it in classrooms.

Outline the benefits of cooperating with transnational partners to achieve the project objectives.

The transnational character of the project ensures the exchange of good practices and innovative teaching ideas and brings together people, teachers, trainers and students from different countries. The implementation of the project at a transnational level will enable partner countries to learn from each other. The impact that a transnational project will have on education practices will be stronger than implementing this project in one country. The brainstorming of ideas for the development of the activities is becoming more multicultural and expanding the borders of dissemination across Europe and beyond. Further, it will enhance inclusive education. As previously mentioned participant countries are teaching in multicultural classrooms and there is a great need to find innovative ways of teaching that will improve the communication and the teambuilding in the classroom. Sharing the knowledge and experiences on a transnational level among the training and the platform that will be developed, will help educators and teachers, among Europe and beyond, to discuss challenges and present their own ideas. This opportunity enables teachers to overcome possible obstacles that they face in classrooms and be motivated to face the everyday challenges. The feeling of belonging in a greater community, that the transnational character of the project is creating, helps educators to feel the support and gives them incentives to continue working with passion and offer equal opportunities to children from different backgrounds or learning abilities. Finally, bringing together educators among Europe, enables the possibility of future collaborations among schools, teachers and students through platforms like e-twinning.

What outcomes, including project results when relevant, are expected during the project and on its completion?

M2-Cm is planning to produce three Project Results, during the implementation of the project. The Project Results are briefly presented here: PR1: Teachers Guide: This guide will include research done that proves the relevance as also the importance of music and creative movement integration in Math in the field of STEAM approach. Further, it will transfer to the teachers the general theoretical knowledge of Music and Movement that matches the Mathematical concepts as also the historical connections of these three subjects. PR2: Repository of activities, and other useful sources for the teachers. Examples of activities that can directly implemented in real classrooms, step by step guides on how to create a song that will bring an added value to the class, sources where teachers can find similar examples from all over the world as also a repository of world music/dance that can be connected to mathematical concepts and examples that can be directly used to enhance the integration of arts in Maths. PR3: Online Networking and e-learning Platform. Through this PPR we aim to bring and network teachers among Europe and above where they can exchange ideas and practices on Maths teaching subjects and give them the opportunity to be educated in an asynchronous environment and watch a lot of recorded activities in real classrooms. Further, an innovative contribution to the lifelong learning will be introduced through the online support during the project's lifecycle and one year after the implementation of the project. Apart from the planned Project Results, that will be achieved during the implementation of the project, there are some other outcomes that are expected to be achieved through M2cm. These outcomes are: 1)Expansion of the partners' knowledge as it concerns didactic methods applied in Maths. 2)Improvement of management skills in European projects and possibility for future collaborations. 3)Increased motivation of students to learn. 4)Increased cultural awareness. Through music examples participants will have the opportunity to learn about the music culture of other countries 5) Contribution to the professional development of participating educators. 6)Help students to cross barriers. Students who are not familiar with Music or Movement are given a route into these Arts or students who are shy with Maths will find a way to experience it. 7)Improvement of students' reaction towards Maths subject that will contribute to the decrease of Math's Phobia.

In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

TUC and Viksjöforsbaletten have been collaborated in several past projects for arts integration in school curricular subjects starting in 2015 with the e-ARTinED project that developed reference materials related to art-full teaching in primary and secondary education and offered a final training programme to teachers from Sweden, Greece, Italy, Belgium



and UK on the use of Music, Visual Arts, Dance, Children Literature and New Media Arts on teaching all school curricular subjects. Within the MultiLib and MUSIB projects, TUC and Viksjöforsbaletten have created a library of children stories from 7 EU countries along with from 7 communities of immigrants that was initially initially developed as a library of electronic books that was subsequently expanded and enhanced with stories related to traditional musical instruments and student generated contents. Along with these materials, the MultiLib and MUSILIB projects developed teachers guides and video guides on how to use children's stories and Music to enrich teaching and learning in both formal and non-formal learning settings. Furthermore, in the context of the rhythm4inclusion project, TUC and Viksjöforsbaletten have collaborated to develop a curriculum of using rhythm-based arts, Music and Dance, to promote inclusion across Europe and offer an effective approach to classroom management that enables the integration of students with learning difficulties as well as students from different cultural backgrounds. The project finished with a large-scale training programme that was followed by over 200 teachers from pre-primary, primary and secondary education. Finally, TUC, within the TIM-Theatre in Mathematics project has deployed an adapted version of its platform to enable community building of teachers teaching Maths in primary and secondary education and enable them develop their skills in using drama-based and theatre workshop practices to make Maths more engaging and help students overcome their fear for Mathematics. The project has also developed a blueprint for a theatrical conference, i.e. a form of open theatre performance that can be given within schools or in open areas and help participants discuss and overcome their negative feelings in Maths. The results from the project listed above are certainly relevant to M2-cm and are readily available via Coursevo platform, thus facilitating their further reuse and adaptations during the project. Furthermore, the communities of teachers established in these previous projects, will be a critical starting point for the M2-cm project that will make it possible to identify and network the teachers that seek to implement artful practices in Maths teaching. AMusEd is quite a new organization with no previous knowledge in Erasmus KA2, but since 2018 they carry out teachers' training courses for KA1. Mavromataki Private School is participating in the Erasmus+ project "Growing Up in 21st Century's Europe" (No 2018-1-IT02-KA229-048194\_6), a partnership consisting of six schools located across Europe, in order to raise awareness and adopt more environmentally friendly behavior. Our aim is to set up an environmentally- friendly project by building up European citizenship, to establish a responsible attitude and thus restore values such as self-confidence, self-awareness, selfcontrol, motivation, effective conflict solving and empathy. We consider our participation in the "M2-CM" project very important and complementary to what we have done so far. It will help us to approach mathematics in a new context as a problem-solving tool and as a fundamental science that helps us in our daily routines by upgrading our quality of life in a tanging manner. The connection of Mathematics with the Arts and especially music and dance (movement) gives an innovative dimension to the methodological approach that places it in a framework of holistic and interdisciplinary approach that is innovative and challenging.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a EU-funded partnership project?

The partnership was built up mainly on the partner's expertise as it concerns the different fields of the proposal and their involvement in education. The partner organizations come from various geographical parts of Europe and this ensures the dissemination and sustainability of the project since it will have a European approach to the needs of Math teaching in primary schools and a multicultural approach of music and creative movement techniques. The partners have strong experience in creating innovative pedagogical material and they all share common ambitions on fostering critical thinking, and improving mathematical skills of the students. Viksjöforsbaletten is an NGO, a freetime organisation, in the garden of a primary school in a country village of Sweden with a multicultural background of students. It's been three decades that Viksjöfors skola has a dance school in the garden where local dance teachers have supported learning with cultural expressions in the school. The rise of immigration awoke a curiosity for alternative learning methods. The dance teachers and school teachers started to explore new ways to communicate learning. They approached teaching curricular subjects with expressions of rhythm, music, art, dance and literature created by children. AMusEd is a relatively young organization with not much experience in Erasmus projects but with great expertise in Music and the integration of music in other school subjects. They also have specific knowledge in the subject with research done and training courses offered to elementary teachers in Cyprus. Their experience in the specific subject will bring an added value to this project. Further, they have a great network of schools that can be involved in the implementation of the project. TUC/MUSIC has developed and supports creativity and eLearning software tools and platforms exploiting modern multimedia and communication technologies. These tools and platforms support several EU projects. It has also developed and supports the Coursevo platform for supporting and managing learning processes exploiting modern multimedia and communication technologies. Their knowledge in e-learning, the coursevo platform as also their experience in Erasmus projects that are



involved in education will help the project to be implemented and contribute to the e-training not only to the participant organizations and teachers involved but also to an extended target group among Europe and beyond. Mavromataki School is a small private school that supports new approaches on curricular subjects with special emphasis on STEM approach. As it concerns the Maths subject they try to combine theory with practical situations and problem solving through integration of various activities in the lesson such as crafts and arts. Their experience with this alternative approach as well as their participation in all training events and direct implementation of the project result in real classrooms will be a great contribution to the project.

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the sharing of project results and the sustainability of the project.

Elementary school of Agropikia is a small village school in Cyprus, with less than 40 students. Students of this school do not share the same experiences and opportunities with those of city schools and in addition to that, teachers face the challenge of mixed grades, where they need to find innovative ways to teach curriculum subjects and help their students become more active learners in the less time they have for teaching. Further, students from different backgrounds go to this school and integrating music and creative movement in their learning process will also contribute to their inclusion in the school community in general. The implementation of the proposed activities in this school will benefit the consortium to improve the project during the implementation of it but also help the sharing of the project results to more teachers and students who are the final beneficiaries of this project. Viksjöfors skola is located in a countryside village in Sweden. By tradition the motivation for education is low in the area since forestry, machinery- and furniture factories have offered work from early ages. The area is at risk of being abandoned by brain drain. Youngsters with study ambitions tend to leave. Due to isolation in countryside teachers and pupils are in constant need of contacts beyond the very limited borders. A countryside school needs stimulation for language learning and for awakening curiosity about other places in EU. Viksjöfors skola has a dance school in the garden (Viksjöforsbaletten) – a building where cultural inspiration is offered with which there is a close collaboration for many years. For more than a decade the local dance teachers have supported learning with cultural expressions in the school. By implementing the proposed activities in the classrooms, we help the teachers to gain confidence and adopt new methods of teaching that will help the sustainability of the project. Further, implementation of the proposed activities in both schools will benefit the consortium to improve the project during the implementation of it and also help the dissemination of the project results to teachers and students among Europe. Both teachers and the students will participate in the training and apply all the proposed activities and methods in real classrooms.

## Participants

Please briefly describe how you will select and involve participants (e.g. learners, staff, etc.) in the different activities of your project.

The project targets primarily teachers and educators, to participate in the activities of M2-Cm, selected from the school network of each partner country. The selection procedure will be elaborated and the consortium will develop the selection criteria. A selection committee will be set up in each partner's organization to supervise the selection procedure. At the beginning of the project partners will be asked to engage teachers who have a significant interest to learn how to teach Maths through music and creative movement to engage them in activities related to the PPR. The main decisions related to the PPR will be taken in the management meetings and training events, but the development of each PR will be done during the length of the project. Although each PPR will be coordinated by one of the partners, all partners will contribute. Therefore except of the direct involvement of staff and educators from each institution they will be asked to directly involve primary teachers as follows: P1: Viksjöforsbaletten (Swe) will engage in the project the Viksjöforsskola staff, and P2: AMusEd (CY) will engage Agropikia Primary School as associate partners. Their staff and students will participate in the training, and they will apply the proposed activities in a real classroom environment to reach the final beneficiaries which are the students during the piloting periods. The Mavromataki School (GR) will also engage its teaching staff and students in the project and apply the activities proposed by M2-m in real classroom environment, thus contributing to the revision and finalization of the teaching approach of the project. Each participating country will select 2 primary teachers to participate in the two teachers' trainings. These participants will be trained from the music and creative movement educators on ways to integrate music and creative movement in Maths teaching routines. Further, they will be asked to record activities applied in their classroom to be used on the platform. For dissemination purposes the trainees will share their new knowledge and experience in the multiplier events. All selected teachers will give a very helpful insight of the

challenges they face in Maths teaching nowadays by giving their feedback to the consortium before and after the implementation of the activities in classrooms. Dissemination plan will contain specific activities targeting target groups in order to ensure their involvement and participation, together with the communication channels for the outreach. Dissemination activities and events at local and European level will promote and launch the product developed during the project. This way, the initial teacher and students community consisting of the selected teachers for the training, will expand and enable the participation of teachers from the participation countries and beyond so that the materials and teacher training services developed by the project will reach a big number of teachers and have a significant European impact on Maths teaching. The project also envisions two learning/teaching events in Greece and Sweden that will be offered to groups of teachers and students from the participating countries. The objective of these events is to contribute to the production of useful materials to showcase the approach developed by the project. Furthermore, during these events, the participating schools will be able to develop a mutual understanding of the problems and opportunities in Maths teaching in their countries and explore ways of further collaboration using existing tools (e.g. eTwinning) that will enable them to continue their collaboration and expand their network even after the end of the project. To this end, the eLearning platform of the project is also a valuable tool that will enable them to share teaching practices and use an effective communication space that will provide inspiration and guidance on artful teaching of Maths.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No

## Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

The preparation before the project is very vital for the smooth and successful implementation of the project. For that reason, all the partners were selected based upon their expertise and during the formation of this consortium, they all have been informed about the activities, the tasks and the plan that they will all follow during the project. Before the implementation of this project and according to the needs of every partner as it concerns their participation in this consortium they have all established the project teams who will work on this project. Also, the Coordinator asked from the partners of the consortium to select the associate partners who will support the project. Further, the Coordinator will establish the online management tools for effective communication among the partners. This tools are: 1. Appropriate file sharing service to share all the documents among the partners) 2. Email lists - for the better communication among the partners 3 Doodle - for easily arranging the best date of the meetings 4. Teleconferences - partners will all get connected through skype for easiest calls and communication among the partnership. 5. Online groups for faster communication among partners in case of emergencies. After the submission of this proposal the partners will have in mind the implementation of the project, thinking of ideas to develop, build the network among schools and other possible participants and they will all work together to prepare the ground for its implementation. After the approval of the project and within one month our organization (as Coordinator) will organize a conference meeting through Skype in order to present all the team members to the partners, and present to the partners the final project, the plan and the implementation of the activities. Within this time, the coordinator will also prepare the Partner Agreements between the coordinator and the partners where it will describe all the obligations towards the project based on the Grant Agreement. We will also prepare a Quality and risk management plan where all the procedures to be implemented during the project, that will ensure to achieve quality targets, will be presented. It will also describe all the factors for success criteria. The Quality plan will be distributed to the partners to reassure that the partners will work according to this plan. With the approval of the project the Coordinator will contact all the partners to discuss their contribution to the output and prepare them for the things that will be presented during the Kick off meeting. During the Kick off meeting the members of the partnership will have the opportunity to meet face to face and discuss the ways that they can collaborate and how they can work together to contribute to the best implementation of the project. During the Kick off Meeting the coordinator in collaboration with the responsible partner will present the dissemination plan (website, social media, workshops, training) and give access to all the partners to the social media and the plan on how to promote these. This will contribute to the dissemination of the project. All the partners will have a clear description of their contribution in the dissemination of the project. The coordinator will also ask from the partners to make a list of possible organizations that will also contribute in the dissemination of the project. It is very vital that the dissemination of the project will be clarified from the start of the project to have better results. All the partners will notify the Coordinator in advance, if there are some possible changes that might affect the normal implementation of the project work.

## Management

### Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Cooperation Partnerships based on the number of participating organisations and the duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.

A partnership may receive a maximum of 2750 EUR of "Project Management and Implementation" grant per month.

Organisation role	Grant per organisation and per month	Number of organisations	Grant
<b>Coordinator</b>	500	1	15 000
<b>Partner</b>	250	3	22 500
<b>Total</b>		4	37 500

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation"

The project coordinator, will be responsible for the implementation of all tasks of project management. However, each partner will contribute to all tasks. A transparent and effective management system will be implemented from the coordinator to ensure that all processes and activities will comply with the standards of the Erasmus+ call and of the specific proposal and ensure a smooth implementation of the project management. This will include the following activities: A) Signing Partners Agreements (PA): PA will be signed at the beginning of the project based upon a Grant Agreement between the coordinator and Swedish National Agency, which will be drafted from the coordinator and discussed with the partners. The PA will define the obligations of the coordinator and the partners, financial rules, payments, liability, monitoring, data protection etc. B) Set-up Project Steering Committee (SC). Each partner will select one representative to participate in the SC of the project. The duties of this committee will be to ensure: - consistency of quality of the project; - smooth implementation strategy of all project phases; - keeping timelines and schedule of planned activities and work; - validation of outputs; - solving out problems/conflicts. The representative from each partner will also be the local project manager, responsible for the correct implementation of the project activities at local level and will assign duties and responsibilities to appropriate staff of its organization. C) Establishing a Project Management Manual from the coordinator. This document will contain: 1) lists of partners' contacts (E-mail, Skype contacts, telephone numbers) 2) total budget of the project and the budget each partner has 3) GANTT chart with deadlines 4) a guide for financial and activities reporting to help partners in correct budget spending and implementation 5) official templates to be used from partners for financial reports to the coordinator 6) official templates to be used from partners for dissemination reports to the coordinator D) Time Management & Deadline Monitoring. In order to ensure the best possible Time Management and that partners will be informed ahead about each activity, following activities will take place: 1) the use of free web tool, such as Google Calendar, which partners can schedule the upcoming activities, events, duties, deadlines e.t.c.: a) the coordinator will insert in the Project Calendar the related dates regarding all activities and at the same time he will assign to the Local Project Manager (LPM), b) every LPM will then assign more detailed activities and deadlines of the Project Result (PR) he leads and inform partners about the updates via email, c) each Leader Partner will be responsible for the coordination of activities and work, giving partners time for replies and feedback. Leader partners of PR will ensure quality and workflow for development of each PR and Multiplier Event. 3) Action plans, which will be presented and updated and deadlines will be discussed during every Transnational Project Meeting and also during the online meetings, for the upcoming period. E) Financial & Activity Reporting. Budget control will be ensured through semestrial reports that partners have to send to the coordinator, filling out the appropriate templates for financial and dissemination activities. Details of reporting will be further communicated by the coordinator during the 1st meeting, in Project Management Manual and also in PA. F) Daily Management & Communication. During the whole project, all partners will ensure day-to-day communication. At least 8 online meetings are foreseen to be organized, on dates that will be decided according to the necessity of all partners. Meeting minutes will be produced in every meeting with the main points of the discussed issues, the results of already implemented activities, the programming of activities for the next period and all the decisions made by the consortium.

## Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

The project foresees five (5) transnational meetings for the best implementation of the project, one online and the other will be implemented physically. M1. Kick- off Meeting organized online (M1). During the first online meeting the coordinator will introduce the representatives of each partner and inform them for the goals of the project. The purpose of the project, the time-plan, the risks, the outputs, the timeline and deadlines will be presented in this first meeting. Further, each partner will present its organization and their future contribution to the project. Participants will be informed about the project Management procedures, and the quality mechanisms and communicate a shared understanding and commitment. Furthermore the Production of Project Results (PPR) will be presented by each responsible partner and discussed among the partnership to achieve a better understanding and future collaboration. The Project Results will be discussed according to their priority. Quality Assurance Plan and Dissemination plans will also be presented and discussed during the Kick off Meeting. M2: Second Transnational Meeting organized by AMusEd, CY (M9). This meeting will last 2 days. This will be a progressive meeting among the partners. The goals will be to present the current status and main results of the PPR up to that date. Partners will discuss future activities and actions. Further they will discuss and clarify potential issues related to financial issues. Also, teachers and trainers will have a fruitful collaboration and give their valuable insight for the future development of the project. This project meeting will be combined with the LTT1. M3: Third transnational meeting organized by Viksjöforsbaletten(M15). This will be a progressive meeting among the partners. During the meeting, partners will discuss the current status and future activities for proper implementation of the project. This meeting will be combined with LTT2 M4: Fourth transnational meeting will be organized by Mavromataki Private School (M24). This meeting will last 2 days and will also be combined with LTT3. This will be a progressive meeting among the partners. During the meeting, partners will discuss the current status and future activities for proper implementation of the project. Further they will discuss potential financial issues. In this meeting teachers and students will join to give their valuable insight on the project. M5: Sweden (M30): This will be the final meeting organized by the Coordinator where partners will discuss the results of all the outputs and prepare the Final Report. The meeting will be 1 day and it will be held just before the final conference in Sweden. We foresee two staff members per partner, to participate in each meeting. At least one of the participants from each partner has to be included in the Steering Committee and be involved in daily activities of the project. In this partnership we prioritize the Green approach of the project and we try to minimize travelling for environmental reasons, thus we combine the Training activities and final conference with the transnational meetings.

Please specify the funds requested to organise the planned transnational project meetings.

Meeting ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	N° of Participants	Grant
1	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Second Transnational Meeting	Cyprus	2022-07	6	3 820
2	Viksjöforsbaletten (E10199925 - Sweden)	Third Transnational Meeting	Sweden	2023-01	6	4 560
3	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Fourth Transnational Meeting	Greece	2023-10	6	2 670
4	Viksjöforsbaletten (E10199925 - Sweden)	Fifth Transnational Meeting	Sweden	2024-04	6	4 560
Total					24	15 610

### Transnational Project Meetings Budget (1)

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
Viksjöforsbaletten (E10199925 - Sweden)	Sweden	2	>= 2000 km	760	1 520
POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	2	100 - 1999 km	575	1 150
MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Greece	2	100 - 1999 km	575	1 150

### Transnational Project Meetings Budget (2)

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	2	>= 2000 km	760	1 520
POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	2	>= 2000 km	760	1 520
MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Greece	2	>= 2000 km	760	1 520

### Transnational Project Meetings Budget (3)

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
Viksjöforsbaletten (E10199925 - Sweden)	Sweden	2	>= 2000 km	760	1 520
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	2	100 - 1999 km	575	1 150
POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	2	0 - 99 km	0	0

### Transnational Project Meetings Budget (4)

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	2	>= 2000 km	760	1 520
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	2	>= 2000 km	760	1 520
MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Greece	2	>= 2000 km	760	1 520



## Project Management

How will you ensure proper budget control and time management in your project?

The coordinator will have the overall responsibility for managing the project and all partners will support the reporting activities. Viksjöforsbaletten will coordinate the contributions of all partners in the initial specification of a Quality Plan that will identify roles, tasks, responsibilities and activity plans for the delivery of all project outputs, quality indicators for the quality assurance of project results and monitoring procedures to ensure the timely delivery of all PPR and the early identification of problematic issues in order to take appropriate measures to confront risks. The legal and institutional cooperation among the partners will be regulated by the Contractual Agreement according to the EC regulations. The coordinator will be responsible for overall project management. Cost and schedule management plans will be integral parts of the Project Management and Monitoring Plan. The Cost management plan will establish the policies, procedures for managing and controlling project cost. Cost estimation and budgeting were performed at the application stage. The project used the bottom-up approach for allocating budget cost to each project activity. Past experience of the project partners with performing similar tasks and expert judgment were used to estimate the amount of working days needed for PPR. Thus, no serious deviations from the planned budget cost are to be expected. In order to collect financial data, a financial reporting system will be established. The partners will prepare 6-month progress reports that will combine management reporting and quality monitoring. The technical part will describe the activities completed and the financial part will provide cost details per each budget line item. It will also be supplemented by evidence (invoices and proofs of payment, tickets, time sheets, etc). These progress reports will juxtapose project performance with project schedule and budget. In the event of substantial cost or schedule overruns, corrective measures will be taken. Viksjöforsbaletten will transfer the EU grant to the project partners in several installments. Transfers will depend on satisfactory and transparent project implementation, as well as regular reporting, on the part of the partner. The balance payment will be transferred after the project's final report is approved by the National Agency. This measure will link budget allocation and funds transfer to the actual work done by the partners. Time management will be performed throughout the project lifecycle as part of regular monitoring. At the application stage, time management issues were minimized by: 1. Defining and sequencing activities: activities that need to be performed to produce the project deliverables have been defined and sequenced. Interdependencies between activities have been taken into account. 2. Estimating activity durations and developing project schedule: the time necessary for implementing each project activity was estimated and reflected in the project work plan (see attached Gantt). In the process of project implementation, the project coordinator will continuously monitor the status of project activities. A tolerance limit for time overruns will be established. Monitoring will be performed to keep track of actual start and finish dates of project activities, percentage complete, and time needed for work in progress. The project schedule will be regularly reviewed and modified if necessary. Any changes to the schedule will be properly managed. All partners will be informed about the proposed changes and will be involved in the decision making process. The partnership agreements will help to assure that the partners fulfil their tasks on time and in proper quality. Failure to implement tasks will cause financial sanctions, as stipulated in the agreements. In cases when the delays disrupt implementation or impact, incomplete tasks will be redistributed to other consortium members.

Please describe the tasks and responsibilities of each partner organisation in the project.

All partners will appoint a Local Financial Manager, experienced on Erasmus+ financed projects and give to the coordinator their contacts details. Their main responsibilities will be: a) monitoring expenses made in the partner's organization, b) keeping all financial evidence (receives, invoices, e.t.c.) c) preparation of financial reports and d) they will provide all needed financial information or documentation to the Financial Manager of the coordinator. The financial managers of each organization will be aware of all the tasks time frame of the project and be in close communication with the team to confirm that all the tasks and results are following the Gantt and workplan in order to ensure the proper budget flow during the implementation of the project. Further, each partner organization will ensure that during the transnational meetings all possible obstacles or issues that affect the easy implementation of the project, might arise and will be discussed and solved. In case that some issues will be arised during the implementation of the project the partner organisations will inform via email the coordinator even during the implementation and not necessarily during the transnational meetings. Also, each partner will be responsible to communicate with the associate partners and other people involved, outside the organization in order to contribute, where it is needed or planned, in the easy implementation of the project. In addition to that, some partners will also have lead some activities that are vital for the implementation of the project. AMusEd will be responsible for the dissemination of the project. They will present some ideas of logo design



to the consortium and partners will decide what suits them more. Further, they will set up all the social media (Facebook, Instagram and website) for the better dissemination of the project. In addition to that they will prepare a dissemination plan to which all the partners will contribute and will be attended by AMusEd team. TUC/MUSIC Will be responsible for the Quality Management Plan through which the progress and quality and achievement of the project will be monitored.

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results?

A Quality Management (QM) Plan will be elaborated by TUC/MUSIC and reviewed by a Quality Assurance (QA) Committee, composed of one qualified person from each partner organization. The QM Plan will determine quality policies and procedures, standards and quality assurance mechanisms relevant to the project. Quality management will be performed throughout the project lifecycle, as all partners will adhere to the QM Plan. The QA Committee will assist the project coordinator and also enable partners to an on-going project assessment continuously optimizing project results. The QA concept will be based on an active intervention using relevant tools related to the project development for assessing needs, objectives, target groups etc. in order to adapt or improve them whenever this is required. The QA Committee will support project management and partners to provide their results as well as analysis of feedbacks. TUC will conduct internal evaluations after each transnational meeting to continuously assess the level of cooperation. The aims of the formative evaluation are to provide: • an internal instrument to support project management and the project team including use of potentials for common learning • continuous assessment and intervention for on-going optimization of interim and final results, assessment of lessons learnt. Main areas of interventions are: • controlling of fulfillment of project aims, timetable and general standards of project management, optimal use of financial and human resources based on QM tools; • evaluation and intervention related to effectiveness of communication and cooperation, moderation in case of conflict if required; • feedback and contribution to the development of tools and products; • assessment and feedback to measures to reach dissemination and sustainable use of results. The QM process will be based on the following methods and instruments: interviews, questionnaires, document analysis, observations, interviews of the partners and the target groups aiming to avoid gaps, delays and loss of resources. MONITORING ACTIVITIES - Submission of 6-month progress reports by each partner, presenting the partners' contribution to: technical & financial implementation, progress in dissemination and exploitation activities, multiplier events - Submission of Annual Dissemination Plans by partners - Monitoring sessions held during transnational and online meetings - Consulting PPR concepts with stakeholders - Evaluation of results in pilot activities and online training program - Preparation/validation of results during multiplier events and LTTs - Feedback collection during multiplier events & partner meetings - Training assessment during LTTs. SCOPE OF MONITORING - Progress towards outcomes: achievement of major milestones will be monitored. Detailed indicators are presented in the section on evaluating project results. The same indicators will be used for monitoring. - Factors contributing to or impeding achievement of the outcomes (see Sec. on handling risks) - Partners' contributions to outcomes Quantitative Indicators: > Number (N) of partner researchers involved in PPR: min. 1 (more when many research days are planned). Qualitative Indicators: > Relevant qualification and expertise of researchers (work experience, relevant education or publications) > Submission of specified contributions to PPR within observed deadlines - Project management and consortium viability Main indicators: Quantitative: > N of transnational project meetings: 5 > N of ad hoc online meetings focused on project management: min. 2 > N of transnational meeting participants: 8 per meeting Qualitative: > % positive feedback on project meetings' effectiveness and on overall project management received through internal consortium surveys > Available evidence of roles & responsibilities sharing between partners: meeting protocols

Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

All partner organizations will appoint a researcher/trainer who will be in charge of the organization's contribution in the PPR. The researcher/trainer will be responsible to follow all the guidelines of the PPR leading organization, implement all the needed activities according to the timescheme and maintain excellent communication and collaboration between his organization and the PPR leader in order to achieve the implementation of all the activities according to the initial workplan. In case any obstacles will be faced, the researcher/trainer should directly inform the local Financial Manager, the coordinator and all the other relevant people to the specific activity. In the case that an organization leads the PPR, the researcher/trainer in collaboration with the Local Financial Manager and the Coordinator should explain in detail the timeframe as well as the activities and give all the guidelines and tools to the partners involved in the PPR to achieve the best implementation of all the activities. Further, a close collaboration with all the others researchers/ trainers involved in the project should be maintained for the smooth implementation of the project. For any possible obstacle the representative of each leading organization should inform the Coordinator who has the overall responsibility for managing

the project. Finally all the members of the organizations who are involved in the implementation of the project should report effectively and on time to the tasks involved in the monitoring activities that will be following the Quality Control Plan as agreed in the Kick off Meeting. TIMING OF MONITORING ACTIVITIES Detailed Monitoring and Quality Control Plan: M1 - 2. Month monitoring reports: M6,M12,M18,M24,M30 - Partners' Annual Dissemination Plans Reports: M6, M12,M24,M30 - Transnational Project Meetings: M1,M9,M15,M24,M30 - Virtual meetings of PPR working groups: variable, 2 per Project Result at minimum - Ad hoc virtual meetings focused on project management or evaluation: as needed Note that the part of the monitoring activities and reporting that refers to dissemination will be coordinated by AMusEd as the Dissemination Coordinator of the project.

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

Possible risks, that may cause problems during the implementation of the project, were identified and categorized in three big categories (key risk categories). If a risk factor appears, the consortium will take the appropriate measures and develop a detailed emergency plan according to Risk Management Cycle (risk identification - evaluation - emergency plan identification - implementation - monitoring). The three risk categories and their possible plan to eliminate them are presented as following: 1.) Project Management/implementation risks delays with time schedule - reminders about scheduled activities and deadlines. The Lead partner will monitor deadlines and if a problem occurs should report to the coordinator. Sending a 1st notification warning through email and delivery will be expected in 7 working days and installment will be withheld until the tasks are completed and there is enough evidence (this will also be specified in partner's contract ), communication problems caused from differences in work style and language or delays in responses - open mind management (all opinions have the same value), creation of different communication tools and references among the partners, accessibility to all project documents, such as meeting minutes, action plan, timetables etc, in order to avoid misunderstandings, excessive costs - information about financial standards and rules will be explained from the coordinator during the kick off meeting and will be also accessible online, all reported costs must be documented and approved first by the Financial Project Manager of each partner before submitting to the coordinator 2.) Technical risks: lack of engagement from target users - to be in touch and involve with target users since the beginning of the project and ensure good communication and dissemination strategy from the beginning of the project low of quality of outputs - more quality check levels: the lead partner verifies the quality of partners' task, set Quality Manager of outputs who reports to Project Coordinator, set up quality indicators and continuous monitoring, in case problem occurs there will be a 1st notification warning through sending email to partner upon which delivery is expected in 7 working days. 3.) Risks from external and uncontrollable events the Steering Committee will communicate and agree on the next steps of Contingency Plan in case force majeure occurs in one or more of partners' countries. In special circumstances help and advice will also be sought from the Swedish National Agency. Plan for handling conflicts: The most common problem which may occur is conflict among two or more partners. In order to avoid conflicts, partners will agree to set aside the parameters that can lead to them. Special mention will be made in the Partner Agreement, that will be signed between the coordinator and each partner. Team working should be promoted from the Local Project Managers, who should also be able to identify the possible reasons why conflicts occur and handle them effectively. The project partnership will adhere to following principles in order to ensure a smooth cooperation during the project's life: a) open mind project management with respect to partners differences, b) positive attitude towards prevent and resolving disputes, c) promote discussions among the warring parties (via email, online meetings, telephone) to resolve the problem, d) organizing online meetings with the members of the Steering Committee in order to find a common solution. Depending by the nature of the matter of the conflicts, the resolution may take place in different levels of intervention from: 1) Project Coordinator, 2) Steering Committee (by voting), if requested by the parties, 3) the Swedish National Agency officer, if requested by the parties and accepted by the Swedish National Agency, 4) Court of Justice (indicated in the Grant Agreement).

## Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results?

As already justified all project activities are in line with the objective set for this project which are to: > Enhance STEAM pedagogical competences in the field of integrating arts in mathematics > Enhance skills and efficacy in music and creative movement > Adopt innovative teaching methods by embracing the effective use of music and movement techniques for inclusive education > Increase students motivation and engagement in the maths learning process, fostering creativity and critical thinking through a more experiential approach of learning > Create a positive classroom

environment, by enhancing team building and collaboration that contribute to learners wellbeing. > Increasing awareness on effective integration of music and creative movement in Math among EU citizens. In order to achieve the objective 'Enhance STEAM pedagogical competences in the field of integrating arts in mathematics', 'Enhance skills and efficacy in music and creative movement' and 'Adopt innovative teaching methods by embracing the effective use of music and movement techniques for inclusive education', the following activities will be contacted: 1) design and develop teacher's Guide (PPR1), 2) design and implement Teachers Training activities for teachers among the partner countries, 3) Design and develop repository of proposed activities (PPR2), 4) Design and develop modules for teachers in Primary schools and online training material (PPR3) 4) Design and development of user- friendly website translated in partner's countries languages which will present all the PPRs, 5) Dissemination of PPR among schools and educators beyond the partner countries. To achieve the objective 'Increase students motivation and engagement in the maths learning process, fostering creativity and critical thinking through a more experiential approach of learning' and 'Create a positive classroom environment, by enhancing team building and collaboration that contribute to learners wellbeing' the following activities will be developed: 1) Teachers training events and continuous support through the platform from the music and creative movement experts 2) implementation of proposed activities in at least 3 elementary classrooms of the partner countries. This estimates that the proposed methods will rich 180 students. 3) Get feedback from the teachers involved in the implementation of the project. Additionally, to achieve the objectives 'Increasing awareness on effective integration of music and creative movement in maths among EU citizens' the following activities will be followed: a) the feedback gathered by evaluation and assessment tools and from the reports in the frameworks of PR1, PR2 and PR3 c) the collection of at least 40 OERs to be included on the space d) the evaluation and localization of the e-learning environment by the participants and partners e) Numerous dissemination activities will be implemented by all partners and associate partners. We strongly believe that these activities will add value to our project and help on the achievement of the project objectives and delivery of the planned results.

#### How will you communicate and cooperate with your partners?

The project coordinator, Viksjöforsbaletten, is responsible for the implementation of all tasks of project management. The working language of the consortium will be English. Main mean of communication will be through email, but also additional tools will be used to ensure smooth communication and collaboration. The coordinator will set up Management & Communication Tools using following online tools to ensure a smooth internal communication and circulation of the information among partners: a) Google Drive & Calendar - an online tool for project documents storage and sharing, monitoring and send deadline reminder, b) Skype - partners will make conferences using Skype, c) Creating a mailing list in Google groups for partners to communicate through emails, d) Doodle - online tool for schedule meetings. The effective cooperation between partners will be assured by the following measures: - all persons involved in the project realization will be in a regular email contact; - each partner will appoint a contact person accountable to the coordinator for a correct realization of the project; - a discussion group including all persons involved in the project will be established, to improve communication; - all documents, reports, financial and other information will be provided from the coordinator to the partners during the transnational meetings and they will be also available to download them electronically (Skype, email, web); - in order to ensure well-structured and transparent project documentation, Google Drive will be used to upload and store all internal documentation. Partners will have easy and quicker access to certain documentation and it will prevent the loss of documents; - minutes will be prepared after every transnational or online meeting, summarizing the main points of the discussion, the decisions, the agreed tasks and responsibilities; - one representative of each partner will constitute the Project Steering Committee responsible for managing the project and solving potential problems/conflicts; Set-up regular meetings of the Steering Committee Group (online & offline) to discuss, analyze workflow, timeplan and the on-time delivery of outputs. Organization of 5 Transnational Project Meetings (1 online, 4 regular ones and a day meeting during the Final Conference)

#### Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

The most relevant Erasmus+ online platforms that can facilitate the implementation of the project is the School Education Gateway, that will enable the widest possible diffusion of information especially the online training program in order to inform candidate participants. The consortium will advertise the online training through listing it in School Education Platform as part of the dissemination of the project. The course will be entirely free and will be organized as a MOOC-type course, allowing everyone to join and will remain online on the School Education Gateway, even after the completion of the platform's activity according to the project's plan, as an open source that teachers can access but they will not be able to receive the course badge. Therefore, this will play a vital role on the dissemination as well as on the sustainability of the

project's outcomes. Further, the consortium plans to develop project links via Etwinning. The Consortium will work together in order to present the project's results through a Learning Event created on Etwinning. Etwinning is a platform that connects all teachers among Europe giving them the opportunity to collaborate in order to organize activities for their students. Through the Learning Events, teachers have the opportunity to attend a course by an expert and work together and exchange ideas. A Learning Event will positively contribute to the dissemination of the project outcomes since the usual number of participants in Learning Events, according to the information given by the etwinning team, is 200 people. Both websites have high traffic from teachers in Europe, specifically targeted on finding collaborations, exchange of good practices and training courses. Uploading the content and the online courses produced in m2-cm will definitely have a high positive impact on the dissemination and the sustainability of the project.

## Production of Project Results

Do you plan to produce project results in your project? Yes

## Project Results Summary

Result ID	Leading Organisation	Result Title	Starting Period	Ending Period	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	Teachers' Guide	01-11-2021	30-10-2022	76750
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Repository of activities and other useful sources for the teachers	01-06-2022	30-06-2023	72760
3	POLYTECHNEIO KRITIS (E10053792 - Greece)	Online Networking and e-learning platform	01-10-2022	30-04-2024	138040

## Project Results Details (1)

Result ID	1
Result Title	Teachers' Guide
Result Leading Organisation	Viksjöforsbaletten (E10199925 - Sweden)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>This Teachers' Guide will include research done that proves the relevance as also the importance of music and creative movement integration in Math in the field of STEAM approach. Further, it will transfer to the teachers the general theoretical knowledge of Music and Movement that matches to Mathematical concepts as also the historical connections of these three subjects. Before the application, the consortium implemented a need analysis and realized that there is a great need for the teachers to understand the value of integrating music and creative movement in the field of Maths in order to become positive to the STEAM approach. The initial target are the teachers and the final beneficiaries are the students, so we need to present the research done on the positive effects of the integration of these arts in Maths learning procedures. For the educators to fully understand the relationship of music and creative movement with Maths, a theoretical knowledge of the concept of these arts should be gained through a detailed explanation in the teachers' guide. Further, a multicultural approach of this relationship through historical facts and other theories should be established within this guide, ie. the relationship of mathematics pythagoreion theorem with the application of this in the production of music notes from Pythagoras and his relationship with music composition. Such theories will broaden knowledge of arts with other subjects that are part of the STEM approach. By providing this Teachers' Guide to the teachers who directly involve in the project as also to other teachers who will be informed through the dissemination activities of the project and from the listing of this guide on the projects website, is giving the opportunity to them to enrich their knowledge on the STEAM approach and enhance them to become more positive into applying the alternative methods proposed. The production of this project result will be innovative since it will give a holistic approach of the relationship of Maths with music and movement not only through recent research done but also through historical facts with a more multicultural approach. The multicultural approach of the specific concept is to enhance the integration of migrants in the education system since it will enable the teachers to be able to bring examples of other cultures to their students with multicultural backgrounds.</p>
Result Type	Learning / teaching / training material – Manual / handbook / guidance material
Please describe the division of work, the tasks leading to the production of the result and the applied methodology	<p>The Production of the Result will be comprised of 4 tasks as follow: Task 1: Collection of recent research done that focuses on the importance of STEAM approach, the benefits of integration of</p>

music and creative movement in Maths, the importance of embodied cognition in learning that is directly connected with these arts. Viksjöforsbaletten, who will be responsible for the production of this project result will guide the other partners of the consortium to collect the research done and give at least 10 examples of research in the above mentioned fields. The leader of the production of the project result will provide other partners templates where they can write down the outcomes of research as well the bibliography in IPA style. Task 2: Design and development of the Teachers' Guide. When the research is done the leader will present to the consortium all the results collected that will be listed in the Teachers' Guide. Then in collaboration with the AMusEd will set up a draft design of the Teacher's Guide. Task 3: Piloting and assessment of the Teachers Guide by a small group of teachers. All partners will be involved in piloting the content in their local context Task 4: Finalization and Translation. Viksjöforsbaletten will be responsible to finalize the Teachers' Guide in English and translate it in Sweden. AMusEd will be responsible for translating it into Greek. The leading organization for the Production of this Result is Viksjöforsbaletten, while all the material will be produced by the collaboration of all partners.

Result Production Start Date (dd-mm-yyyy)	01-11-2021
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Result Production End Date (dd-mm-yyyy)	30-10-2022
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Result Languages	English , Greek , Swedish
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Result Media	Social Media , Text File , Internet
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Result Participating Organisations	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus) , POLYTECHNEIO KRITIS (E10053792 - Greece) , MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)
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## Project Results Budget (1)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	0	33740	5700	0	39440
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	15070	3060	0	18130
3	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	0	8220	0	0	8220
4	POLYTECHNEIO KRITIS (E10053792 - Greece)	0	10960	0	0	10960
<b>Total</b>		<b>0</b>	<b>67990</b>	<b>8760</b>	<b>0</b>	<b>76750</b>



## Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	Sweden	Teachers/Trainers/Researchers	140	241	33740
2	Viksjöforsbaletten (E10199925 - Sweden)	Sweden	Technicians	30	190	5700
<b>Total</b>				<b>170</b>		

## Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	110	137	15070
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Technicians	30	102	3060
<b>Total</b>				<b>140</b>		

**Project Results Budget Details (1)**

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Greece	Teachers/Trainers/Researchers	60	137	8220
<b>Total</b>				<b>60</b>		

## Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	Teachers/Trainers/Researchers	80	137	10960
<b>Total</b>				<b>80</b>		

## Project Results Details (2)

Result ID

2

Result Title

Repository of activities and other useful sources for the teachers

Result Leading Organisation

A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD  
(E10060645 - Cyprus)

Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

Teachers who are the primary target of this project need to have a repository of activities that can implement in classrooms, in order to gain confidence but also be inspired in creating their own activities. The aim of this Project Result is to create a repository of activities that can be implemented in real and digital classrooms and will be created by music and creative movement experts. AMusEd will lead this Production of Project Result. The activities will be developed and analyzed in three categories as follow: 1) Songs for memorizing Mathematical elements and theory. This is the most well known and easy to use method (Saunders & Baker, 1991). 2) Music and creative movement techniques that are directly connected with Mathematical concepts. Special emphasis will be given in collection of traditional dances and melodies from participating countries to enhance intercultural learning. 3) Music and creative movement techniques that are not directly connected with Mathematical concepts but positively affect other factors that contribute to the learning procedure. To achieve the first category, experts in music can give a step by step guide on how to create a song that will bring an added value to the class, and also create a repository of existing examples that teachers around the world are using. AMusEd will provide to the partners a template where they will collect examples of songs that teachers use around the world with special emphasis in their own country, and they will all contribute to the creation of a repository of songs. To achieve the second category AMusEd music and dance experts in collaboration with Viksjöforsbaletten creative movement experts will collect and present in detail examples of activities where mathematical concepts can be presented through music or creative movement. The third category will consist of various music and creative movements activities that will be created and presented from AMusEd and Viksjöforsbaletten experts, combined with short descriptions explaining the indirect connection of them with Maths. These activities might not target specific Mathematical concepts but give the space to children to explore physically and kinesthetically and slowly lead them to the improvement of Mathematical thinking while enhancing their social interaction, their self confidence, memory, self expression and creativity. All the partners of this consortium will also contribute to the Production of this Project Result by distributing a small questionnaire to Maths teachers in their countries to highlight the needs of teachers in specific Maths subjects. The questionnaire will be developed by all partners at the beginning of the PPR in order to make a need analysis and include these examples that will satisfy these needs in the repository.

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Result Production End Date (dd-mm-yyyy)	30-06-2023
Result Languages	English , Greek , Swedish
Result Media	Internet , Video , Text
Result Participating Organisations	Viksjöforsbaletten (E10199925 - Sweden) , POLYTECHNEIO KRITIS (E10053792 - Greece) , MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)

## Project Results Budget (2)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	0	28920	0	0	28920
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	23290	0	0	23290
3	POLYTECHNEIO KRITIS (E10053792 - Greece)	0	10960	0	0	10960
4	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	0	9590	0	0	9590
<b>Total</b>		<b>0</b>	<b>72760</b>	<b>0</b>	<b>0</b>	<b>72760</b>



**Project Results Budget Details (2)**

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	Sweden	Teachers/Trainers/Researchers	120	241	28920
<b>Total</b>				<b>120</b>		

## Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	170	137	23290
<b>Total</b>				<b>170</b>		

**Project Results Budget Details (2)**

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	Teachers/Trainers/Researchers	80	137	10960
<b>Total</b>				<b>80</b>		

## Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Greece	Teachers/Trainers/Researchers	70	137	9590
<b>Total</b>				<b>70</b>		

## Project Results Details (3)

Result ID

3

Result Title

Online Networking and e-learning platform

Result Leading Organisation

POLYTECHNEIO KRITIS (E10053792 - Greece)

Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

The consortium aims to bring and network teachers among Europe and beyond where they can exchange ideas and practices on Maths teaching subjects and give them the opportunity to be educated in an asynchronous environment and see a lot of examples of activities in real classrooms. Further, an innovative contribution to lifelong learning will be introduced through the online support during the project and one year after the implementation of the project by the experts in music and creative movement. Experts will be able to directly discuss and support the teachers during the implementation of the project and within 1 year after the implementation of the project in order to support the dissemination of the project results. As mentioned before the online training will be uploaded on School Education Network which will also contribute to the better dissemination of the project. Through the platform and after the completion of their training teachers among Europe and beyond will be able to upload their examples of activities that have created and used in their Maths classrooms. The platform will offer the opportunity to create activity spaces that will enable participating teachers to access the project results including the Teacher Guide and the Repository, upload their own materials and descriptions of learning activities using music and creative movement to teach mathematics, search and find materials offered by their peers, reuse, remix and further share them. This way, a community of teachers will be established that will continue to exist and evolve even after the end of the funding period. The Platform will also serve as an important tool for dissemination of project results during and after the end of the project and will also host special activity spaces that will correspond to multiplier events, training events and other events that will be implemented during the project. This way, the community building process will follow a step-by-step approach starting with the members of the project consortium and gradually expanding to include more teachers from the participating countries and beyond.

Result Type

Course / curriculum – Design and development

Please describe the division of work, the tasks leading to the production of the result and the applied methodology

The PPR3 will be comprised of 6 tasks as follow: Task 1: Collection of at least 30 Open Educational Resources (OER). Each partner country will collect at least 10 digital resources and OERs. TUC/MUSIC will be leading this part while other partners will be responsible to contribute. This will essentially extend and enrich the repository that will be available on PPR2 and will include materials from activities that will be implemented in the participating and associated schools to be used as examples

(best practices) of the approach proposed by the project. Task 2: Development of the content of the elearning platform. TUC/MUSIC will lead this task and other partners will contribute. The objective of this task is to set up appropriate internal structures in the platform (activity spaces) that will host the materials to be used for online training of teachers in the participating countries after careful selection from already available materials and development of new materials whenever necessary to address the training needs of teachers in the use of music and creative movement for teaching Maths. Task 3: Design and development of the online modules with activities and examples for learners. TUC will lead this task and other partners will contribute. The objective of this task is to develop the online training modules using the materials available from task 2. Each partner will be responsible for one module as follows: AMusEd will be responsible for the module on using music to teach Maths Viksjöforsbaletten will be responsible for the module on using creative movement to teach Maths. Mavromatakis School will be responsible for the module on selected Math topics and their teaching employing music and creative movement (best practices) Task 4: Technical development of the e-course. Within this task, TUC will be supporting the other partners in efficient use of the platform, setting up the corresponding platform spaces and uploading the materials as well as making any necessary adjustments and new technical developments that may be necessary to support the online training programme. Task 5: Evaluation of the modules by a group of teachers, and music and creative movement experts. AMusEd in collaboration with the TUC will develop an evaluation template. All partners will be responsible to use the evaluation template to assess the efficiency and the usefulness of the modules. Task 6: Finalization of the online, asynchronous course. TUC in collaboration with partners that will develop the aforementioned three modules will proceed to make all necessary amendments to the course and platform by editing, adding or adjusting the material, guidelines, vignettes and OERs so that the environment is user friendly and serves the purposes of its development.

Result Production Start Date (dd-mm-yyyy)	01-10-2022
Result Production End Date (dd-mm-yyyy)	30-04-2024
Result Languages	English
Result Media	Interactive Resource , Internet , Network
Result Participating Organisations	Viksjöforsbaletten (E10199925 - Sweden) , A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus) , MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)

## Project Results Budget (3)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	0	38560	0	0	38560
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	21920	0	0	21920
3	POLYTECHNEIO KRITIS (E10053792 - Greece)	0	39730	25500	0	65230
4	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	0	12330	0	0	12330
<b>Total</b>		<b>0</b>	<b>112540</b>	<b>25500</b>	<b>0</b>	<b>138040</b>

**Project Results Budget Details (3)**

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	Sweden	Teachers/Trainers/Researchers	160	241	38560
<b>Total</b>				<b>160</b>		



## Project Results Budget Details (3)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Teachers/Trainers/Researchers	160	137	21920
<b>Total</b>				<b>160</b>		

### Project Results Budget Details (3)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	Teachers/Trainers/Researchers	290	137	39730
2	POLYTECHNEIO KRITIS (E10053792 - Greece)	Greece	Technicians	250	102	25500
<b>Total</b>				<b>540</b>		

**Project Results Budget Details (3)**

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Greece	Teachers/Trainers/Researchers	90	137	12330
<b>Total</b>				<b>90</b>		

## Multiplier Events

Do you plan to include multiplier events in your project?

Yes

### Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	Viksjöforsbaletten (E10199925 - Sweden)	Presenting m2-cm and establishing local communities of teachers in Sweden	2023-05-01	2023-05-31	2300.0
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Presenting m2-cm and establishing local communities of teachers in Cyprus	2023-05-01	2023-05-31	2300.0
3	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Presenting m2-cm and establishing local communities of teachers in Greece	2023-05-01	2023-05-31	2300.0
4	Viksjöforsbaletten (E10199925 - Sweden)	Final conference	2024-04-01	2024-04-30	9750.0
					16650.0

Grant support for multiplier events can only be asked for if the project intends to produce substantial project results. Other sharing and promotion activities will be supported via the Project Management and Implementation grant.

### Multiplier Events Details

Event ID	1
Event Title	Presenting m2-cm and establishing local communities of teachers in Sweden
Event Leading Organisation	Viksjöforsbaletten (E10199925 - Sweden)
Country of Venue	Sweden
Event Description (Including: Targets groups and objectives)	<p>A Multiplier Event will be planned to present the outcomes of the m2-cm project and to engage the target groups with the resources developed. Particularly, through this event we will promote the Teachers' Guide, and the Repository of Activities of integration of music and creative movement into maths learning procedures. Furthermore, lessons learned, the good practices, the results of the overall evaluation of the project and recommendations for policy makers will be presented and discussed with the participants. The online course and the learning platform will also be shown and its usage-navigation on the platform will be shown so that they have it as a point of reference to their personal and professional development. Music and creative movement experts, stakeholders and other associates from the education, will be invited to participate in this event. This event will be attended by a minimum of 40 persons. Viksjöforsbaletten will be responsible for planning and implementing this Multiplier Event in Sweden. The agenda and content to be followed during the event will be common in all countries and it will be developed with the contribution of all partners with the supervision of Viksjöforsbaletten. Participants' contribution during the presentation of the outcomes will be a vital part of this event as we want to show the process and method that was followed throughout the first two PPR. With the use of non-formal educational activities -online and offline- the participants will be introduced to an alternative way of learning. Taking advantage of the tools for online conferences, and as an effort to promote digital</p>

	learning, the event will be hybrid, accommodating people in person and through online presentation in order to give the opportunity to people to attend the event even if they are not able to join in person.
Event Start Date (dd-mm-yyyy)	2023-05-01
Event End Date (dd-mm-yyyy)	2023-05-31
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	

### Multiplier Events Budget

Event ID	1
Organisation	Viksjöforsbaletten (E10199925 - Sweden)
Country of the Organisation	Sweden
Local Participants	20
Foreign Participants	0
Participants in virtual events	20
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	2300.0

### Multiplier Events Details

Event ID	2
Event Title	Presenting m2-cm and establishing local communities of teachers in Cyprus
Event Leading Organisation	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)
Country of Venue	Cyprus
Event Description (Including: Targets groups and objectives)	A Multiplier Event will be planned to present the outcomes of the m2-cm project and to engage the target groups with the resources developed. Particularly, through this event we will promote the Teachers' Guide, and the Repository of Activities of integration of music and creative movement into maths learning procedures. Furthermore, lessons learned, the good practices, the results of the overall evaluation of the project and recommendations for policy makers will be presented and discussed with the participants. The online course and the learning platform will also be shown and its usage-navigation on the platform will be shown so that they have it as a point of reference to their personal and professional development. Music and creative movement experts, stakeholders and other associates from the education, will be invited to participate in this event. This event will be attended by a minimum of 40 persons. AMusEd will be responsible for planning and implementing this Multiplier Event in Cyprus. The agenda and content to be followed during the event will be common in all countries and it

	will be developed with the contribution of all partners with the supervision of Viksjöforsbaletten. Participants' contribution during the presentation of the outcomes will be a vital part of this event as we want to show the process and method that was followed throughout the first two PPR. With the use of non-formal educational activities -online and offline- the participants will be introduced to an alternative way of learning. Taking advantage of the tools for online conferences, and as an effort to promote digital learning, the event will be hybrid, accommodating people in person and through online presentation in order to give the opportunity to people to attend the event even if they are not able to join in person.
Event Start Date (dd-mm-yyyy)	2023-05-01
Event End Date (dd-mm-yyyy)	2023-05-31
Project Results Covered	Project Results Details (1) Project Results Details (3) Project Results Details (2)
Event other Participating Organisations	

### Multiplier Events Budget

Event ID	2
Organisation	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)
Country of the Organisation	Cyprus
Local Participants	20
Foreign Participants	0
Participants in virtual events	20
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	2300.0

### Multiplier Events Details

Event ID	3
Event Title	Presenting m2-cm and establishing local communities of teachers in Greece
Event Leading Organisation	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)
Country of Venue	Greece
Event Description (Including: Targets groups and objectives)	A Multiplier Event will be planned to present the outcomes of the m2-cm project and to engage the target groups with the resources developed. Particularly, through this event we will promote the Teachers' Guide, and the Repository of Activities of integration of music and creative movement into maths learning procedures. Furthermore, lessons learned, the good practices, the results of the overall evaluation of the project and recommendations for policy makers will be presented and discussed with the participants. The online course and the learning platform will also be shown and its usage-

navigation on the platform will be shown so that they have it as a point of reference to their personal and professional development. Music and creative movement experts, stakeholders and other associates from the education, will be invited to participate in this event. This event will be attended by a minimum of 40 persons. Mavromataki Private School will be responsible for planning and implementing this Multiplier Event in Greece. The agenda and content to be followed during the event will be common in all countries and it will be developed with the contribution of all partners with the supervision of Viksjöforsbaletten. Participants' contribution during the presentation of the outcomes will be a vital part of this event as we want to show the process and method that was followed throughout the first two PPRs. With the use of non-formal educational activities -online and offline- the participants will be introduced to an alternative way of learning. Taking advantage of the tools for online conferences, and as an effort to promote digital learning, the event will be hybrid, accommodating people in person and through online presentation in order to give the opportunity to people to attend the event even if they are not able to join in person.

Event Start Date (dd-mm-yyyy)	2023-05-01
Event End Date (dd-mm-yyyy)	2023-05-31
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	

### Multiplier Events Budget

Event ID	3
Organisation	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)
Country of the Organisation	Greece
Local Participants	20
Foreign Participants	0
Participants in virtual events	20
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	2300.0

### Multiplier Events Details

Event ID	4
Event Title	Final conference
Event Leading Organisation	Viksjöforsbaletten (E10199925 - Sweden)
Country of Venue	Sweden

Event Description (Including: Targets groups and objectives)	This is one of the major dissemination activities of the project and an important milestone towards the sustainability of project results. The conference will be implemented by the project coordinator in Sweden with international speakers, education experts and artists. To facilitate remote participation, presentations and seminars will be live-streamed exploiting the video-conferencing facilities that will be supported by the project e-learning platform. The event will include panel discussions with teachers, decision makers, art specialists, researchers and pedagogy experts. Teachers that have implemented learning interventions will be invited to a special session of the conference with physical or virtual presence, to present and discuss their experience
Event Start Date (dd-mm-yyyy)	2024-04-01
Event End Date (dd-mm-yyyy)	2024-04-30
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	

### Multiplier Events Budget

Event ID	4
Organisation	Viksjöforsbaletten (E10199925 - Sweden)
Country of the Organisation	Sweden
Local Participants	70
Foreign Participants	10
Participants in virtual events	50
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	9750.0



## Learning, Teaching, Training Activities

Do you plan to include learning, teaching or training activities in your project? Yes

### Activities Summary

In case you plan to include learning, teaching or training activities please encode them here.

ID	Activity Title	Leading Organisation	Country of venue	Start period	N° of Participants	N° of Accompanying Persons	Total Grant
C1	Training for trainers	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD ( E10060645 Cyprus )	Cyprus	2022-07	7	0	5217
C2	Training for teachers and students	Viksjöforsbaletten ( E10199925 Sweden )	Sweden	2023-02	21	0	12917
C3	Training for teachers and students	MAVROMATAKI M. & SIA E.E. ( E10058899 Greece )	Greece	2023-10	21	0	12638

## Background Information

### How will these learning, teaching or training activities help achieving your project objectives?

The training Activities are very important for the transnational character of the project and its better dissemination. It will give the opportunity to the consortium to experience the activities that will develop in the project and they will be familiarized with the ideas on how they will use these activities in national context. All trainees will have the opportunity to experience the implementation of these activities in diverse groups. Further, the participants will have the opportunity to review and discuss the PPRs during the training activity and give their feedback both for the training and the PPRs. M2-cm aims - amongst others- to develop a positive classroom environment and enhance team-building and collaboration. The meaning of the Short Term Joint Staff Training is to bring educators from different backgrounds and test the Project Results under real learning conditions. The first training in this project is for trainers and staff members of the partner organization. The aim of this training is, since the partner organizations staff consist of teachers, music and dance educators and experts in technology, to get acquainted with the art of Music and Creative movement, to discuss with teachers the process of implementing STEAM approach in Math's classroom. Through the first training, the staff members who are directly involved in the PPRs will get the opportunity to have a detailed training on all the factors that will affect the future implementation of the project and also to exchange ideas and good practices for better future collaboration in the PPR. The experience of the trainers and primary school teachers issued from the learning activities will be valuable for the team working on project improvements. In the second LTT the trainees, who are teachers from partner countries. will have the opportunity to experiment with the arts of music and creative movement and help them to understand better the connection of these arts with Maths. They will be able to get some ideas and implement them in their classrooms. Further, they will engage students from partner countries in the training procedure to experience first hand how these activities can be implemented in real classrooms. The practical character of workshop will help teachers to easily adopt innovative teaching methods by embracing the effective use of music and movement techniques. Through the lectures the trainers will also enhance teachers STEAM pedagogical competences in the field of integrating arts in mathematics as well as the skills and efficacy in music and creative movement. The third training activity will be followed by both students and teachers offering a moment of testing the materials that will be developed at the corresponding time periods and creating new content to be used in the development of the online training. Further, during the training, teachers will be encouraged to develop their own activities with the students' participants and test their knowledge gained through their involvement in the project lifespan. The training will be based on the PPR1 and PPR2 and will get into detailed analysis of the need for integration of music and creative movement in Maths learning procedures. The training will contribute to the continuation of the support provided to the teachers who participated in the first training as it is important to continue the support to the teachers after their training and during the implementation of the new knowledge in their classrooms as Okwunaso and Igwebuike (2006) supported that educators feel insecure to implement the new knowledge, gained through one workshop or a training, in their classrooms. According to Demosthenous (2010) a new technique is more likely to succeed when the teachers who implement their new knowledge in their classrooms have continuous support from their trainers. The testing of these elements during the project as initially planned.

### How will you select, prepare and support participants and ensure their safety? Please describe the practical arrangements including training, teaching or learning agreements, if applicable.

The participants will be selected from the participating organizations, i.e. the project partners/ For the first LTT the participants will be the trainers from the partner organizations. For LTT2 and LTT3 the participants will be teachers and students from primary schools of the partner countries. All necessary arrangements (like insurance contracts) will be handled by each sending participant organization to ensure the participants safety during traveling to and from the events' venues. The event is hosted by a partner that is experienced in organization of such events. The hosting organization will make all the practical arrangements to accommodate and support the participants during the training and ensure that all facilities are in place for the successful implementation of the training activities. The responsible partners for each meeting, as clarified in the description of each training activity, will provide logistic information on how to reach the hotel and the meeting venue from the Airport or other transportation available from the country of origin. Further, they will organize a private transfer to pick up participants and take them directly to the venue. **ACCOMMODATION AND MEALS** - Participants will be provided with a list of all possible useful information. **INSURANCE** - All participants will be advised to have the European Health Insurance Card. Information on how to issue the card will be provided, including a link to the national health insurance provider. **SAFETY AND PROTECTION OF PARTICIPANTS** The following measures for ensuring protection and safety will be taken as following: - An "Info-pack" is distributed by the organizations who

accommodate the training to all participants, including general information about the project, the activity program, logistic issues, information to reach the venue and other useful information. The Info-pack will include also: - Emergency contact numbers in the countries of accommodation, such as police, hospitals, embassies, etc... - Procedures that participants can follow in case of emergency. The whole info pack will be given to the participants 1 month prior to the departure from their countries. - Check out healthy and safety issues in relation to the accommodation and activity venue. - Open and transparent selection process of the participants, taking into consideration all special needs. - During the Training: welcome to the participants, information on practicalities and logistics, sharing of common rules of behavior, forbid use of alcohol, drugs, all kinds of inappropriate behaviors including sexual and moral harassment, contacts (mobile number) of the support staff, establishment of clear responsibilities among leaders. - During the Training daily reflection/evaluation activity where the participants have the chance to highlight possible problems they have found. PREPARATORY MEETINGS WITH PARTNERS All the partners will have a preparatory meeting with their participants, giving general information about the training, providing the info pack prepared by the Training Course organizer and answering questions.

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

The recognition of the learning outcomes of the participants in the training activity will be facilitated by the partners and prior definition of the outcomes will be provided by the partnership. A certificate with distinct mention of the learning outcomes will be provided to the participants by the organizing partner. The partnership will investigate during the implementation of the project the possibility of proving a Europass certificate for certifying the competencies gained from the training courses. After completing the training and assessments on the coursevo platform (PPR3) the participants will be able to gain an Open Badge for completing this course.

### Activity Details (Training for trainers)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

LTT ID	C1
Activity Title	Training for trainers
Activity Description (including profile of participants per organisation, goals and results of the activity)	This face to face training will be held in Cyprus on the M9 of the project, and it will be among the trainers and the staff of the partner organizations in order to exchange their knowledge and develop their teaching skills. It is important that in the partnership Mavromataki Private School can give the direct feedback of their staff who are teachers in primary school and will help the other trainers to develop the activities following their guidance based on the challenges they face in physical and digital classrooms. The

goal of this training is to help the partners to gain new knowledge and enable them to work together to achieve the PPR2&3. The training will be developed in 6 stages as follow: 1) Lecture on the value of STEAM approach, presentation of PPR1 2) Lecture and interactive workshop on the common elements of music, creative movement and Maths, in order to enhance skills and efficacy in music and creative 3) Discussion of challenges faced by teachers in physical and digital classrooms in Maths teaching. 4) Interactive workshops focusing on Maths teaching through music and creative movement 5) Team Building activities through music and creative movement that will allow the participants to experience the positive effects that both bring to a group of people from different cultural backgrounds. 6) Presentation of online and digital tools that can enhance the proposed teaching activities both in physical and digital classrooms As already mentioned, this first training focuses on the trainers of the partner organizations in order to help them not only to gain new knowledge but also to build a good relationship that will lead to the better collaboration for the development of PPR 2 and PPR3. When trainers with different backgrounds, not only educational but also cultural, meet together, they will have the opportunity to brainstorm and develop content that will be both multidimensional and multicultural and this will bring an added value to the general production of project results. The duration of the training will be 3 days.

Country of Venue	Cyprus
Start period	2022-07
End period	2022-07
Duration (days)	3
Participating Organisations	E10199925 , E10053792 , E10058899

### Activity Budget

Budget Items	Grant
Travel Support	1 931
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	3 286
Inclusion Support	0
Linguistic Support	0
Total Activity Grant	5 217

## Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Group ID	Sending organisation	Type of participant	Number of participants	Number of accompanying persons	Duration of activity excluding travel	Green travel	Distance bands	Travel days	Total duration	Grant
1	POLYTECHNEIO KRITIS (E10053792 - Greece)	Staff	1	0	3	<input type="checkbox"/>	500 - 1999 km	2	5	805
2	Viksjöforsbaletten (E10199925 - Sweden)	Staff	2	0	3	<input type="checkbox"/>	3000 - 3999 km	2	5	2120.0
3	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Staff	2	0	3	<input type="checkbox"/>	500 - 1999 km	2	5	1610.0

4	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Staff	2	0	3	<input type="checkbox"/>	0 - 99 km	0	3	682
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## Group 1

### Group Budget Summary

Budget Items	Grant
Travel Support	275
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	530
Inclusion Support	0
Total Activity Grant	805

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	500 - 1999 km
Exceptional costs for expensive travel	0
N° of Participants	1
Grant per Participant	275
Total Travel Grant	275

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	1
Duration per Participant (days)	5
Grant per Participant	530,000
Total (for Participants)	530,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	530

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 2

### Group Budget Summary

Budget Items	Grant
Travel Support	1 060
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 060
Inclusion Support	0
Total Activity Grant	2 120

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	3000 - 3999 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	530
Total Travel Grant	1 060

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	5
Grant per Participant	530,000
Total (for Participants)	1 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0



Total (for Accompanying Persons)	0
Total Individual Support Grant	1 060

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Group 3

#### Group Budget Summary

Budget Items	Grant
Travel Support	550
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 060
Inclusion Support	0
Total Activity Grant	1 610

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	500 - 1999 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	275
Total Travel Grant	550

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	5

Grant per Participant	530,000
Total (for Participants)	1 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 060

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Group 4

#### Group Budget Summary

Budget Items	Grant
Travel Support	46
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	636
Inclusion Support	0
Total Activity Grant	682

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	0 - 99 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	23
Total Travel Grant	46

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	3
Grant per Participant	318,000
Total (for Participants)	636,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	636

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Activity Details (Training for teachers and students)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

LTT ID	C2
Activity Title	Training for teachers and students
Activity Description (including profile of participants per organisation, goals and results of the activity)	This training will be held in Sweden and the participants will be teachers (2 from each country) and students (5 from each country) from the partner countries. The goal of this training is first to bring

together a focus group from the partner countries that will contribute to the development of project results 2 and 3. The participation of students will bring an added value to the production of project results, since the trainers will have the opportunity to experience first hand how the proposed activities apply in real classrooms with students from multicultural backgrounds and also produce some material to be used in Teachers Guide and/or Online training. Further, the participating teachers, will observe sample lessons in real classroom environments and share their experience and feedback with the trainers. . The whole procedure will help the partner organization to form and improve the production of project results. The second training activity will take place on M15, during the development of PPR2 (Repository of activities and other useful resources for the teachers) and this is really important for the improvement and also finalization of the PPR2. The consortium will have the opportunity to apply some of the developed materials in real classrooms and have direct feedback from both students and teachers that will lead to the improvement of the PPR2 as well as in the planning of the future online training in PPR3. The teachers will have the opportunity through this activity, to share the concerns, list their needs from their own experience and give a general feedback to the consortium that will be really helpful for the further development of the project. The participation of the students offers the opportunity to young people for social engagement and it raises awareness of the European Union. The training will be developed in 6 stages as follow: 1) The presentation of the general objectives and goals of the project focusing on the importance of STEAM approach in learning 2) Lecture and workshop on the common elements between music, creative movement and Maths. Training on basic theory elements of music and creative movement for better understanding of music and movement concepts. This will help the trainees to break any possible barriers of expressing themselves and experiencing new forms of art thus, by enhancing their efficacy in the arts of music and creative movement will reinforce their confidence to apply these methods in the classroom. 3) Lecture on researches that highlight the impact of music and movement to childrens' emotional growth as well the effect of integration of music and movement in Maths curriculum. 4) Training on some parts of the training modules. 5) Observation of sample lessons in real classroom environments with the participation of students from both hosting and partner countries 6) Presentation of online and digital tools that can enhance the proposed teaching activities both in physical and digital classrooms This training focuses on the active participation of teachers and students that will lead to a better understanding of the PPR2 and its impact that will have towards teachers and students at a European level. Finally, feedback will be also collected directly from the students who are the final beneficiaries and help the consortium improve the production of project results to the maximum.

Country of Venue	Sweden
Start period	2023-02
End period	2023-02
Duration (days)	3
Participating Organisations	E10199925 , E10060645 , E10053792 , E10058899

### Activity Budget

Budget Items	Grant
Travel Support	6 391
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	6 526
Inclusion Support	0
Linguistic Support	0
Total Activity Grant	12 917

## Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Group ID	Sending organisation	Type of participant	Number of participants	Number of accompanying persons	Duration of activity excluding travel	Green travel	Distance bands	Travel days	Total duration	Grant
1	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Staff	2	0	3	<input type="checkbox"/>	3000 - 3999 km	2	5	2120.0
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Learners	5	0	3	<input type="checkbox"/>	3000 - 3999 km	2	5	4100.0

3	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Staff	2	0	3	<input type="checkbox"/>	2000 - 2999 km	2	5	1780.0
4	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Learners	5	0	3	<input type="checkbox"/>	2000 - 2999 km	2	5	3250.0
5	Viksjöforsbaletten (E10199925 - Sweden)	Staff	2	0	3	<input type="checkbox"/>	0 - 99 km	0	3	682
6	Viksjöforsbaletten (E10199925 - Sweden)	Learners	5	0	3	<input type="checkbox"/>	0 - 99 km	0	3	985

## Group 1

### Group Budget Summary

Budget Items	Grant
Travel Support	1 060
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 060
Inclusion Support	0
Total Activity Grant	2 120

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	3000 - 3999 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	530
Total Travel Grant	1 060

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	5
Grant per Participant	530,000
Total (for Participants)	1 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 060

### Inclusion Support



Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 2

### Group Budget Summary

Budget Items	Grant
Travel Support	2 650
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 450
Inclusion Support	0
Total Activity Grant	4 100

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	3000 - 3999 km
Exceptional costs for expensive travel	0
N° of Participants	5
Grant per Participant	530
Total Travel Grant	2 650

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	5
Duration per Participant (days)	5
Grant per Participant	290,000
Total (for Participants)	1 450,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0

Total (for Accompanying Persons)	0
Total Individual Support Grant	1 450

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Group 3

#### Group Budget Summary

Budget Items	Grant
Travel Support	720
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 060
Inclusion Support	0
Total Activity Grant	1 780

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	360
Total Travel Grant	720

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	5

Grant per Participant	530,000
Total (for Participants)	1 060,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 060

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Group 4

#### Group Budget Summary

Budget Items	Grant
Travel Support	1 800
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 450
Inclusion Support	0
Total Activity Grant	3 250

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	5
Grant per Participant	360
Total Travel Grant	1 800

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	5
Duration per Participant (days)	5
Grant per Participant	290,000
Total (for Participants)	1 450,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 450

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 5

### Group Budget Summary

Budget Items	Grant
Travel Support	46
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	636
Inclusion Support	0
Total Activity Grant	682

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	0 - 99 km
Exceptional costs for expensive travel	0
N° of Participants	2

Grant per Participant	23
Total Travel Grant	46

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	3
Grant per Participant	318,000
Total (for Participants)	636,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	636

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 6

### Group Budget Summary

Budget Items	Grant
Travel Support	115
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	870
Inclusion Support	0
Total Activity Grant	985

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

## Travel support

Green travel	<input type="checkbox"/>
Distance Band	0 - 99 km
Exceptional costs for expensive travel	0
N° of Participants	5
Grant per Participant	23
Total Travel Grant	115

## Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	5
Duration per Participant (days)	3
Grant per Participant	174,000
Total (for Participants)	870,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	870

## Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Activity Details (Training for teachers and students)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole, to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you

to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

LTT ID	C3
Activity Title	Training for teachers and students
Activity Description (including profile of participants per organisation, goals and results of the activity)	<p>This is the final activity of the project and will accommodate both teachers (2 from each country) and students (5 from each country) from partner countries. After the completion of Teachers Guide (PPR2) teachers and students from the partner countries, who have experienced in their schools the integration of music and creative movement in maths classrooms and have used the proposed online tools during the piloting phase (M18-21) are joining this third and final training activity to develop more skills and gain new competencies in teaching and learning as well as giving their valuable feedback to the consortium. This learning activity will have a more interactive approach and will be developed in the following stages: &gt;Focus group of teachers to share their experience and discuss challenges and highlights they faced during the piloting phase. This transnational focus group will help the consortium to evaluate and develop the PPR3 according to their real needs, which of course have a multicultural background. During this focus group, the trainers will discuss and give solutions to the challenges faced by the teachers and try to apply the multicultural approach. &gt; Focus group of students to share their experience during the piloting phase. The participation of the students in this training activity will give a valuable insight on the needs and help the partners develop the appropriate material. The spontaneity and creativity that young kids foster will definitely inspire the partners to develop more context during the PPR3 that will lead to the sustainability and dissemination of the project results. &gt; Creative workshop: Teachers and students will be trained by the experts on how to develop their own content based on the knowledge gained from the second training and during the implementation of the piloting phase. &gt; Digital workshop: Students and teachers will be guided by the experts to develop a presentation on a Maths theory using the STEAM approach with the digital tools and equipment suggested in the Teacher's Guide. This will help the teachers experience how to use the digital tools, enhance their creativity and experience the advantage of teamwork in the learning process. Students will have the opportunity to work with people from different countries, experience teamwork, develop their creativity and realize the value of integrating arts in the learning process. The content developed from both students and teachers will be used as part of the OER's in PPR3. Development of lesson plans. Teachers will be guided by the trainers on how to build a lesson plan that will</p>

have the STEAM approach. The lesson plans produced will be taught in real classrooms during the training. Through this activity the teachers will reinforce the new competencies since they will have to apply the suggested lesson plans in real multicultural classrooms with the participation of the students from partner countries. Other teachers, as well the trainers will observe the lessons and give their fruitful feedback both to teachers and trainers. Samples of lesson plans produced as well as material from recorded lessons will be used as examples in the Online training. The duration of the training will be 4 days and will be held in Crete.

Country of Venue	Greece
Start period	2023-10
End period	2023-10
Duration (days)	4
Participating Organisations	E10199925 , E10060645 , E10053792 , E10075937

### Activity Budget

Budget Items	Grant
Travel Support	4 606
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	8 032
Inclusion Support	0
Linguistic Support	0
Total Activity Grant	12 638



## Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Group ID	Sending organisation	Type of participant	Number of participants	Number of accompanying persons	Duration of activity excluding travel	Green travel	Distance bands	Travel days	Total duration	Grant
1	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Staff	2	0	4	<input type="checkbox"/>	500 - 1999 km	2	6	1822
2	MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)	Staff	2	0	4	<input type="checkbox"/>	0 - 99 km	0	4	894
3	Viksjöforsbaletten (E10199925 -	Staff	2	0	4	<input type="checkbox"/>	2000 - 2999 km	2	6	1992

Sweden)											
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)											
4	Learners	5	0	4	<input type="checkbox"/>	500 - 1999 km	2	6	3115		
MAVROMATAKI M. & SIA E.E. (E10058899 - Greece)											
5	Learners	5	0	4	<input type="checkbox"/>	0 - 99 km	0	4	1275		
Viksjöforsbaletten (E10199925 - Sweden)											
6	Learners	5	0	4	<input type="checkbox"/>	2000 - 2999 km	2	6	3540.0		

## Group 1

### Group Budget Summary

Budget Items	Grant
Travel Support	550
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 272
Inclusion Support	0
Total Activity Grant	1 822

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	500 - 1999 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	275
Total Travel Grant	550

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	6
Grant per Participant	636,000
Total (for Participants)	1 272,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 272

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 2

### Group Budget Summary

Budget Items	Grant
Travel Support	46
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	848
Inclusion Support	0
Total Activity Grant	894

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	0 - 99 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	23
Total Travel Grant	46

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	4
Grant per Participant	424,000
Total (for Participants)	848,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0

Total (for Accompanying Persons)	0
Total Individual Support Grant	848

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Group 3

#### Group Budget Summary

Budget Items	Grant
Travel Support	720
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 272
Inclusion Support	0
Total Activity Grant	1 992

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	2
Grant per Participant	360
Total Travel Grant	720

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Staff
N° of Participants	2
Duration per Participant (days)	6

Grant per Participant	636,000
Total (for Participants)	1 272,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 272

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

### Group 4

#### Group Budget Summary

Budget Items	Grant
Travel Support	1 375
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 740
Inclusion Support	0
Total Activity Grant	3 115

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	500 - 1999 km
Exceptional costs for expensive travel	0
N° of Participants	5
Grant per Participant	275
Total Travel Grant	1 375

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	5
Duration per Participant (days)	6
Grant per Participant	348,000
Total (for Participants)	1 740,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 740

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 5

### Group Budget Summary

Budget Items	Grant
Travel Support	115
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 160
Inclusion Support	0
Total Activity Grant	1 275

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

### Travel support

Green travel	<input type="checkbox"/>
Distance Band	0 - 99 km
Exceptional costs for expensive travel	0
N° of Participants	5

Grant per Participant	23
Total Travel Grant	115

### Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	5
Duration per Participant (days)	4
Grant per Participant	232,000
Total (for Participants)	1 160,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 160

### Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Group 6

### Group Budget Summary

Budget Items	Grant
Travel Support	1 800
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 740
Inclusion Support	0
Total Activity Grant	3 540

To estimate the distances between places, please use the European Commission's distance calculator:

[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)



## Travel support

Green travel	<input type="checkbox"/>
Distance Band	2000 - 2999 km
Exceptional costs for expensive travel	0
N° of Participants	5
Grant per Participant	360
Total Travel Grant	1 800

## Individual support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant	Learners
N° of Participants	5
Duration per Participant (days)	6
Grant per Participant	348,000
Total (for Participants)	1 740,00
N° of Accompanying Persons	0
Duration per Accompanying Person (days)	0
Grant per Accompanying Person	0
Total (for Accompanying Persons)	0
Total Individual Support Grant	1 740

## Inclusion Support

Number of participants	
Number of participants for inclusion support	0
Inclusion support for organisations	0

## Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

### Inclusion Support

ID	Organisation	Country of the Organisation	N° of Participants eligible for real costs under inclusion	Description and Justification	Requested Grant (EUR)
Total					,00

### Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Expected real cost (100%)	Requested Grant (80%)
Total					,00

## Follow-up

### Impact

What is the expected impact of the project on the participants, participating organisations, target groups and other relevant stakeholders?

Thanks to the key partners connected with the target users the project will be able to deliver a wide European impact. The partners will communicate effectively and collaborate productively to achieve appropriate results and will pursue to achieve the highest impact of the M2-Cm project. Participating organizations The participating organization will be able to continue implementing the pedagogical materials. All participating organizations will be able to continue offering the training and new suggested activities to their network. More precisely participating associations can contribute to the bigger impact of the project since: Viksjöforsbaletten previous experience in other Erasmus projects and their close collaboration with the Viksjöfors scola and the municipality of the town allows them to have a great network of other organizations in Sweden and Europe, teachers and dancers around the world, where they can disseminate the M2- Cm results AMusEd is a private organization in Cyprus which provides training workshops and lectures to in service teachers in Cyprus through the Pedagogical Institute of Cyprus as well as training courses to teachers among Europe through KA101 so they can transfer the project results to target groups through the other courses they offer. Further, they have a well developed social media presence that can influence the target groups. TUC/MUSIC have a great network of organizations and educational institutions among Greece and Europe, due to their participation in many EU projects, where they can disseminate their results. Mavromataki school will establish the proposed activities in their routines and be able to spread the results among their teachers network in Greece and Europe. The expected impact on the potential beneficiaries and a wider group of educators is the creation of tools that will help teachers to integrate music and creative movement strategies in Math teaching in the classroom. These tools will equip teachers with new teaching methods and enable them to involve all the students in learning procedures. Further, this project targets indirectly to the students through the professional development of teachers. There is a strong correlation between teachers' Professional Development and Improvement of students' academic results (Ajani, 2018). Through the Platform the project will give longer support to the target groups as well to the other relevant stakeholders, through the online training provided as also the asynchronous support offered by the partnerships for a period of 1 year after the implementation of the project. This will have a great impact on educators since many educators feel insecure to implement the knowledge that they gain through one workshop or training (Okwunaso & Igwebuike 2006). Summarizing, M2-Cm will impact target group in the following way: - Provide teachers a step by step guide to use innovative approaches in Maths following the STEAM approach. - Improve teachers competencies in Music and Movement - Increase the level of metacognitive competencies - Develop a teachers' guide that will be translated in partner's languages and sent to a wide number of schools across Europe. - Develop a Platform through which educators among Europe and beyond will be able to be trained in ways of integration of Music and Creative Movement in Maths. The Platform will give the opportunity to teachers among Europe to gain new knowledge while having support from the experts on the field. M2-cm will encourage and support teachers to implement new teaching techniques in their classrooms that will contribute to - the promotion of interest and excellence in Maths through the STEAM approach, - the increase of students' engagement in learning procedures, - enhancement of positive clima in the classroom and improvement of academic results - the integration of all students from different cultural or socio economic backgrounds or learning abilities in learning procedures.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

LOCAL, REGIONAL, NATIONAL LEVEL M2-cm aims to have an impact on the educational field of participating countries both during and after the project lifetime: - Enhancing teachers pedagogy in Maths - Providing opportunities to acknowledge the benefits of European cooperation regarding experience and practices of education - Supporting improvements at ministries of education, decision makers on methodologies and pedagogical approaches that can enhance curricula of Maths and other subjects - Improving the professional development and support the attempts for providing quality education - Teachers will provide in the most pedagogical way the learning procedure to the students and help them to become more active learners. EUROPEAN AND/OR INTERNATIONAL LEVELS Partners will involve their European network, carry out communication with other interested parties in Europe and Internationally to multiply the impact of the project and motivate teachers in other European or International countries to use the proposed innovative teaching practices. Create an open e-learning community through the platform to communicate, cooperate and exchange ideas and good practices on issues of common interest.

### How will you measure the previously mentioned impacts?

The partnership will establish and maintain effective interaction with target and stakeholders groups to gain their feedback. Both online and offline interaction will be maintained during the lifetime of the project and beyond. The coordinator and the dissemination leader AMusED will supervise the partners' activity towards awareness-raising and involvement of targets and stakeholders. Feedback of the target groups will be collected. A set of quantitative and qualitative indicators and evaluation mechanisms (questionnaires, evaluation forms) will be put into practice. Qualitative Indicators concerns: - Perceived level of satisfaction of targets (quality of feedbacks by partners and target groups involved, collected and analyzed by TUC/MUSIC based on the Quality Assurance Plan) - Perceived level of engagement of targets (quality of feedbacks by partners and target groups involved, collected and analyzed by TUC/MUSIC based on the Quality Assurance Plan) - Interview, open discussions and face to face meetings for evaluation purposes of the project - Pilot trials participants evaluation - Questionnaires will be developed and used for the training courses - Project management and partners evaluation of m2-cm project. Quantitative Indicators concerns: - Number of teachers participating in the project - Number of dissemination actions (including mailing lists, social media post engagements, meetings with stakeholders, press releases, newspaper and media published) - Number of registered users in e-platform - Number of participants in local multiplier events and final conference - Number of referents of the project in the internet and in papers and other publications - Number of visits on the website - Number of registered participants in Learning Event on E-twinning - Number of participants in online course on School Education Gateway.

### Sharing, Promotion and Use of the Project's Results

You are requested to make plans for the sharing and promotion of your project results. Please provide answers to the questions below.

What will be the target groups of your sharing and promotion activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/European/international level and motivate your choice.

The dissemination activities for M2-Cm will be based on the detailed dissemination plan and strategy organized and presented by the responsible partner (AMusEd) for the dissemination of the project at the Kick off meeting. All partners will agree on that and work together for its achievement. The overall objective is to maximize the transfer of knowledge to all the relevant stakeholders and target groups. During the implementation of the project the consortium will consecutively try to identify new relative target groups and stakeholders in order to ensure that the results will be applicable and useful to them. Therefore, stakeholders and target groups have been identified in local and regional and national level like: 1) Teachers in schools of the partner countries are going to implement the new teaching approach in their classrooms since they will be provided with tools that will help them to apply the activities 2) School leaders will be informed of the advantages of music and creative movement integration in Maths and of the proposed activities in order to encourage their schools' staff to use these new teaching approaches 3) Educational consultants, regional directorates and pedagogical institutes will acquire the new knowledge and be aware of the results from the implementation of these teaching techniques and will be able to encourage more teachers to attend the elearning course in order to adequate this new knowledge and implement it in their classrooms. 4) Private and public entities active in the educational aspects 5) Faculties of Education of Universities will be able to share project outputs among students of such faculties, so they will be ready on new teaching aspects concerning the integration of Music and Creative Movement in Maths curriculum. On an Eu and International level the identifies target audiences are: - Ministries of education among Europe and other countries will be informed through the dissemination activities of this project - Faculties of Education in Universities among Europe and other countries to promote the PR tools to their students in order to equip them with the new teaching skills - Research communities to explore more in depth the results of the project and inspire them for further implementation of music and creative movement integrated teaching techniques. - Policy and decision makers among the world to study the results of the project and the tools created from the PPRs in order to inform more teachers to explore and use these teaching approaches All the above mentioned are related to the goals of m2-cm and covering a big range of potential users in education. The participating organizations will take advantage of their networks in order to disseminate and communicate the results. The partnership, having in mind the different characteristics of the target groups differentiated ways of approach will be implemented (eg. Social media, research gate, events) to maximize the impact of the dissemination of the project. The purpose of each activity will be to raise awareness, inform, engage and make the results of the project sustainable in order the impact of the project will be durable and last beyond the end of the

project by making the results known to the people who will be benefited from them. Strong coordination and targeted approach to the selected strategy elements are the key of success.

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

The aim of the dissemination activities is to maximize publicity and transparency of project results in order to ensure maximum impact and wide-spreading results towards our target groups. The overall communication and dissemination strategy of the project outlines the ways in which the consortium will maximize opportunities to promote, communicate and disseminate project results throughout the lifetime of the project, and beyond. It describes the objectives, target groups and channels as well as indicators to measure the performance of the planned activities. It provides guidance for the communication with external actors and ensures a unified approach across the entire consortium. The key stakeholders and communities will be reached out through a well planned dissemination strategy and activities running through the whole duration of the project. The dissemination of the project outcomes will take several forms and use a variety of media. The dissemination activities are: -Logo: A project logo will be designed at the very beginning of the project as part of the visual identity of the project. (AMusEd) -Dissemination Plan: A clear and specific dissemination plan will be developed by AMusEd and shared among the partners at the Kick off meeting which will guarantee a coherent approach to all dissemination activities. -Website: AMusEd will design the website in English language and translation of the website in partners' countries languages will be available where applicable. The website will obtain information about the project, relevant news, activities and will be linked with the platform. The website traffic will be monitored through Google Analytics and partners' will receive a summary report about statistics visits. Website will be SEO and keywords adjusted to facilitate free search and improve web positioning. -Social Networks: Set up Facebook and Instagram accounts on which all the partner organizations will be given access and have to update them in rotation. A social Media Dissemination Calendar will be created and monitored by AMusEd. -Promotional material: Leaflets and brochures will be produced in order to disseminate the objectives and expected results of the project, distributed to media, formal and informal meetings and events. -Multiplier Events: One Multiplier event will be organized in each participating country, with at least 40 participants mainly from relevant stakeholders and other target groups. -Final Conference: A final conference will be organized by Viksjöforsbaletten in Sweden which will accommodate at least 70 local participants, 50 online and participants from other EU countries will be invited (10 participants min). The conference will be released online so more attendees among Europe and beyond will be able to participate. -Press releases: At the very beginning of the project, partners will create a strong and reliable network of press entities interested in publishing news and updates related to project topics. Viksjöforsbaletten will prepare at least 3 press releases describing and giving information for important and meaningful development phases of the project. Partners will translate the press releases in the partner countries' languages and send them to national press entities. -Online course will be published and accessed through the Coursevo platform, the School Education Network and the E-twinning. -Partners' own websites and social media: Partner's following the dissemination activities will share the news of the project on their own website and social media and also provide the link of the project website on their own websites. -Info on EU dissemination platforms like Epale, Etwinning and School Education Gateway. All the aforementioned communication and dissemination activities implemented during the project have been foreseen to have high impact and will support the sustainability of the project results.

Who will be responsible for the sharing and promotion activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your sharing and promotion plans?

AMusEd will be the dissemination leader of the project. AMusEd has experience in planning and implementing promotional and communication campaigns in various subjects due to their long experience in marketing through social media and websites. Member of their staff is a graphic designer with great experience in web designing and social media management. They are experienced in promoting project's resources among different target groups, ensuring messages are consistent, implementing plans to increase awareness for the project and grow media coverage through writing press releases for local and national media. To achieve the goals set up in the dissemination strategy, AMusEd will create a Communication and Dissemination plan which will be revised and updated during the whole project, to serve as a guide for all partners. As a responsible partner for the dissemination of the project, AMusEd will also observe the traffic of the relevant posts on the social media (Facebook and Instagram) in order to boost if necessarily specific posts that will gain better dissemination of the project toward a more targeted group of people among Europe. Moreover, all the other partners will be also actively involved in the dissemination process, by promoting the relevant dissemination products, such the press releases and other produced by AMusEd.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing tangible project results, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

All the products developed through the m2-cm project will be an Open Education Resource that everyone has free access to and download them with no charge. The beneficiaries will have free open access on: > Teachers Guide - Collection of research done in the field of integration of music and creative movement integration in Maths subject, general theoretical knowledge on music and creative movement that matches to mathematical concepts and historical relationship of these subjects among various cultures, > Repository of activities - songs that can be used for memorization of mathematical concepts, step by step guide on how to create a song to help your students memorize Maths theory, repository of worldwide children's songs that can be used for composing new lyrics, detailed described music and movement activities that can directly implemented in real classrooms. > E - learning platform - modules, assessments and open badges, related links, a Q&A created concerning the challenges teachers faced during the implementation of the activities in classrooms will be available on the platform. The platform will be mainly in English language but translation in partners' countries; languages will be available where applicable. Both the Website & the Dissemination Materials developed during the project implementation will be maintained also after its end for 3 more years, to ensure sustainability of the project itself.

How will you ensure that the project results will remain available and will be used by others?

The M2-Cm project will have a website that will host all the results as well the platform that will be easily accessible from schools staff and teachers and other relevant stakeholders, for at least 3 years after the implementation of the project (total of 5 years). Furthermore the resources developed within the project are thought to remain available (Open Educational Resource) without time limits and to be used by a wide number of beneficiaries giving further motives to be adopted by other organizations. The dissemination plan conceived and implemented by project partners will provide to the project a solid framework for disseminating effectively the project's results. Its main objective is the direct involvement of target users and relevant stakeholders with the aim of the sustainability of the project. As an additional value, the teachers' guide (PPR1) and the repository of activities (PPR2) will be translated in the languages of the consortium maximizing the impact and the usability of the resource in order to be used in as many countries in Europe as possible. Finally the teachers will be the main and most important element to guarantee project utilization during and also after the end. The project invests on the professional development of teachers. Teachers who will participate in the training, either during the implementation of the project or through the elearning platform, will adequate and implement the new knowledge and apply the integration of music and creative movement in their Maths curriculum. Thus, the results of the project will have high potential of transferability since teachers will be the ambassadors of the suggested techniques towards a big network of teachers.

If relevant, please provide any other information you consider appropriate to give a full understanding of your sharing and promotion plan and its expected impact (e.g. how you have identified which results are most relevant to share and promote; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

All project results, due to their nature and contents, are appropriate for dissemination and will therefore be included in the dissemination strategy. Involvement of all partners will be ensured through the dissemination plan that will be elaborated in the first phase of the project. Subsequent monitoring of dissemination activities will ensure that the dissemination targets are reached and, in case of any deviations, corrected measures are taken. Synergies with other stakeholders including other projects and initiatives that are related to the theme of the project and/or implemented by the participating organizations will be identified in the dissemination strategy to see early during the project implementations ways to liaison with them in order to exploit better potential cooperations and joint activities/initiatives.

## Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

All the partners of M2-Cm will agree to continue to promote the results of the project among their Networks and Institutional activities and this will have a great impact on the sustainability of the project, following a plan of sustainability. A plan of sustainability will be developed and agreed from all the partners at the start of the project along with the dissemination plan. The aim of the sustainability plan is the continuous delivery of the project outcomes even after the end

of the project in order to contribute, to the most, in the professional development of teachers and educators and in the achievement of project's objectives. All the activities of the project that require maintenance and support after the end of the project will be maintained by the partners. The platform will continue to be supported for at least three years after the implementation of the project offering. Furthermore, all the results of the project will be available on the website and/or the e-learning platform and everyone can have free access and download the material. The sustainability of project results is a major concern for each individual project partner, In particular: > Viksjöforsbaletten will continue its close collaboration with Viksjöfors scola where they can keep applying the project results and help more teachers who work at the neighbour school to apply the new knowledge in their lessons. > Mavromataki Private school will ensure the sustainability of the project results by adopting the results as teaching tools for their school and educate future generations of both students and teachers to use the same tools in Maths subjects. Furter, through their network with other teachers in their country they will be able to be like ambassadors of the project results towards other teachers. > AMusEd will continue using the results of the project in the teachers' training courses it offers either in Cyprus in collaboration with the Pedagogical Institute or through the Erasmus Funded programs KA101. > TUC aims at exploiting the project's Platform in collaboration with the other project partners and building further on the set up of teachers' communities aiming at integrating arts in Mathematics and STEM education in general. Furthermore, TUC has a special interest in artful teaching of Mathematics in primary and secondary education and plans to continue previous work done within the Theatre in Mathematics project, expanding it in this project to integrate music and creative movement to drama-based approaches and use this extended approach to further enrich with other art forms and possible extend the domain of the application of these approaches to include also university level Mathematics teaching as well as informal and non-formal learning of Mathematics. As final note, it should be underlined that the project partners will keep the network of institutions contacted during the project lifetime, the project's participants and other representatives of the target group involved in project activities will have unlimited access to the final results of the project. If partners will participate in workshops, conferences and other relevant events (regional, national or international), they will disseminate project results within networks/organisations. Partners will continue dissemination through target groups by publishing articles and information about the project in thematically related magazines with mentioning of the project results and stating project web address. Project materials (reports, press articles, presentations) will be available in educational partners' library-archives, available for free to students, teachers, school principals and other interested stakeholders.



## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.  
The maximum number of all attachments is 100.

## Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative, and attach it here.

File Name	File Size (kB)
DOH -M2CM_Declaration of Honour.pdf	211
<b>Total Size (kB)</b>	<b>211</b>

## Mandates

Please download the Mandates, have them signed by the legal representatives and attach them here.  
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Mandate Mavromataki_E10058899_M2-Cm.pdf	198
MAN -Mandate_AMUSED_E10060645_M2-Cm.pdf	52
MAN -Mandate_TUC_2021.pdf	61
<b>Total Size (kB)</b>	<b>312</b>

## Other Documents

Please attach any other relevant documents. Please use clear file names.  
If you have any additional questions, please contact your National Agency. You can find their contact details [here](#)

File Name	File Size (kB)
OTH -M2-Cm_ Letter of support Agrokipia Primary School (CY).pdf	436
OTH -M2CM_Letter of Support_May18 (1).pdf	63
OTH -M2-CM GANTT.pdf	120
OTH -M2-CM GANTT.xlsx	98
<b>Total Size (kB)</b>	<b>718</b>
<b>Total Size (kB)</b>	<b>1241</b>



## Checklist

Before submitting your application form to the National Agency, please make sure that:

- ☐ It fulfills the eligibility criteria listed in the Programme Guide.
- ☐ All relevant fields in the application form have been completed.
- ☐ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: SE01 - Swedish Council for Higher Education/Universitets- och högskolerådet

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Participant Portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).



## History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
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