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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	Share the Music for Inclusive Learning in Education
Project Acronym	SMILE

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
01-12-2021	30	01-06-2024	EL01 - Greek State Scholarship's Foundation (IKY)	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?

Around the world and especially in Europe, the last decade, cultural diversity in the classroom from children from national or ethnic, religious and linguistic minorities is on the rise. In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate inclusive teaching in the classroom - whether the level of education they are teaching. However it proves to be more crucial at the early stages of education, at pre primary and primary education because at this stage students need to have an active part of the school community. For this reason the intercultural competence and readiness of the teachers is a challenge for the institutions responsible for their education. SMILE project aims to provide teachers with a practical framework and examples of best practice to assist them in meeting the challenges of inclusion and diversity in education. The main goal of this project is to provide teachers of pre primary/ primary schools new knowledge, key competences and ready to use educational material to effectively use music as a didactic and pedagogical tool for inclusive education. Further, teachers will develop social skills and digital skills by using the repository and the online training. Although, SMILE project is proposed for the teachers, its real beneficiaries will be students, who's well-being and performance in schools is expected to be improved.

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

SMILE introduces music as an effective tool to inclusive teaching methods. Specifically the objectives of this project are divided at two parts: a. Firstly, the main goal of this project is to provide teachers of pre primary/ primary schools with educational material to effectively use music as a didactic and pedagogical tool for inclusive education. Teachers will: - Acquire a new knowledge delivered from SMILEs Teacher's Guide - Provided with education material and ready to use tools, from SMILEs Repository, in order to incorporate them in their teaching - Acquire skill and key competencies and develop digital skills by attending SMILEs Training and SMILEs MOOC - Increasing awareness on effective integration of music in inclusive education among EU citizens - Personal development on a European level b. Secondary, the final beneficiaries of this project will be students from diverse cultural needs. SMILE project will contribute to: - Raise achievement of all learners at the exposure to typical classroom structure and curriculum - Incorporate inclusive tools into learning processes so as to make these practices sustainable in the longer term - Preventing early school leaving - Promote learner voice by the improved social skills of learners - Celebrate and respect diversity and multiculturalism

Implementation: What activities are you going to implement?

-PR1 Need analysis Survey: A transnational research concerning teachers' attitude towards the use of music as a tool for inclusive education and the classification of the needs for the material developed during the project. -PR2 Digital Repository: A digital repository of songs, activities, methods and examples that can be used as an educational tool for inclusive education. The repository will also list activities, instructions, lesson plans and music techniques that will help teachers integrate music effectively in their daily teaching. -PR3 Teachers' Guide: A guide that will include research for the relevance and importance of music in intercultural learning and inclusive education. It will include information about inclusive education and methods of integrating music in formal and non formal education. The results of the PR1 Need analysis will be applied and the material from the PR2 Digital repository will be exploited. -ACTIVITY 1 Teacher's Training: Teachers from all partner's countries of primary and preprimary schools will participate in the face to face training. The training will focus on ways to use music in their daily teaching as a pedagogical tool for social inclusion. - Piloting Phase: The teachers will give feedback of the challenges they faced in their classes during the implementation of the activities and the consortium will then proceed to improvements. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes these teachers will be asked to share their experience during the multiplier events. -PR4 SMILE MOOC: The development of an online training designed as MOOC will be developed as the final Project Result, giving the chance to more teachers, among Europe and beyond, to be trained on how to use music in their multicultural classes, in terms of inclusive education. -Dissemination: The aim of the dissemination activities is to maximize publicity, transparency and proliferation of project results in order to ensure maximum impact and wide-spreading public outputs and outcomes towards our target users and wide public.

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

-PR1 Need analysis Survey -PR2 Digital Repository -PR3 Teachers' Guide -PR4 SMILE MOOC During SMILE's implementation teachers will come familiar with an innovative pedagogical tool, the power of Music, for achieving inclusive education and acquiring the knowledge and the competencies on how to use music in their classes. SMILE aims to have an impact on the educational field both during and after the project lifetime: -Encouraging and supporting teachers to implement new teaching techniques in their classrooms that will contribute to the increase of students' engagement in learning procedures, enhancement of positive clima in the classroom and improvement of academic results. -Using inclusive pedagogy to enhance teaching and learning for all -Providing opportunities to acknowledge the benefits of European cooperation regarding experience and practices on education -Supporting improvements at ministries of education, decision makers on methodologies and pedagogical approaches that can enhance inclusive education -Improving the professional development and support the attempts for providing quality education -Teachers will provide inclusive tools and procedures to students in order to help them to become more active learners Although, SMILE project is proposed for the teachers, its real beneficiaries will be students, who's well-being and performance in schools is expected to be improved.

Applicant organisation/Partner organisation

OID	Legal name	Country	Region	City	Website
E10199519	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education	Greece	Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki)	Komotini	http://www.pdeamth.gr
E10060645	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD	Cyprus	Κύπρος (Kýpros)	Nicosia	www.amusedcy.com
E10208915	UNIVERSITA DEGLI STUDI DI CATANIA	Italy	Sicilia	CATANIA	www.unict.it
E10144172	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME	Poland	Łódzkie	Lodz	www.euframe.eu
E10099451	Viksjöfors skola	Sweden	Gävleborgs län	Viksjöfors	www.artinedviksjofores.se

Is the organisation a public body?

Is the organisation a non-profit?

Type of Organisation

Regional Public body

Main sector of activity

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

Budget Summary

Project Budget Summary

Project Management and Implementation	45 000
Transnational Project Meetings	16 020
Project Results	140 980
Multiplier Events	14 650
Virtual Multiplier Events	1 650
Learning, Teaching Training Activities	17 588
Exceptional Costs	2 400
Total grant	236 638

Transnational Project Meetings

Meeting ID	Meeting Title	N° of Participants	Grant
1	Second transnational project meeting - TPM2. lead from Viksjoefors skola (SW) - Month 8	8	5 710
2	Third transnational project meeting - TPM3. lead from A.MUS.ED (CY) - Month 16	8	5 340
3	Fifth transnational project meeting - TPM5. lead from UNICT (IT) - Month 30	8	4 970
Total		24	16 020

Project Results

Result ID	Output Title	Category Of Staff	N° of Working Days	Grant
1	Project Results Details (1)	Teachers/Trainers/Researchers	15	2 055
1	Project Results Details (1)	Technicians	5	510
1	Project Results Details (1)	Teachers/Trainers/Researchers	15	2 055
1	Project Results Details (1)	Technicians	5	510
1	Project Results Details (1)	Teachers/Trainers/Researchers	25	5 350
1	Project Results Details (1)	Technicians	10	1 620
1	Project Results Details (1)	Teachers/Trainers/Researchers	15	1 110
1	Project Results Details (1)	Technicians	5	275
1	Project Results Details (1)	Teachers/Trainers/Researchers	15	3 615
1	Project Results Details (1)	Technicians	2	380
2	Project Results Details (2)	Teachers/Trainers/Researchers	40	5 480
2	Project Results Details (2)	Technicians	10	1 020
2	Project Results Details (2)	Teachers/Trainers/Researchers	50	6 850
2	Project Results Details (2)	Technicians	20	2 040
2	Project Results Details (2)	Teachers/Trainers/Researchers	40	8 560
2	Project Results Details (2)	Technicians	10	1 620
2	Project Results Details (2)	Teachers/Trainers/Researchers	40	2 960
2	Project Results Details (2)	Technicians	10	550
2	Project Results Details (2)	Teachers/Trainers/Researchers	40	9 640



2	Project Results Details (2)	Technicians	10	1 900
3	Project Results Details (3)	Teachers/Trainers/Researchers	30	4 110
3	Project Results Details (3)	Technicians	5	510
3	Project Results Details (3)	Teachers/Trainers/Researchers	30	4 110
3	Project Results Details (3)	Technicians	5	510
3	Project Results Details (3)	Teachers/Trainers/Researchers	30	6 420
3	Project Results Details (3)	Technicians	5	810
3	Project Results Details (3)	Teachers/Trainers/Researchers	50	3 700
3	Project Results Details (3)	Technicians	20	1 100
3	Project Results Details (3)	Teachers/Trainers/Researchers	30	7 230
3	Project Results Details (3)	Technicians	5	950
4	Project Results Details (4)	Teachers/Trainers/Researchers	70	9 590
4	Project Results Details (4)	Technicians	30	3 060
4	Project Results Details (4)	Teachers/Trainers/Researchers	60	8 220
4	Project Results Details (4)	Technicians	20	2 040
4	Project Results Details (4)	Teachers/Trainers/Researchers	50	10 700
4	Project Results Details (4)	Technicians	10	1 620
4	Project Results Details (4)	Teachers/Trainers/Researchers	50	3 700
4	Project Results Details (4)	Technicians	10	550
4	Project Results Details (4)	Teachers/Trainers/Researchers	50	12 050
4	Project Results Details (4)	Technicians	10	1 900
Total			952	140 980

Multiplier Events

Event ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Virtual Participants	Grant
1	Presenting SMILE in Greece.	Greece	20	0	20	2 300
2	Presenting SMILE in Cyprus.	Cyprus	20	0	20	2 300
3	Presenting SMILE in Poland.	Poland	20	0	20	2 300
4	Presenting SMILE in Sweden.	Sweden	20	0	20	2 300
5	Final conference in Italy	Italy	40	5	30	5 450
Total			120	5	110	14 650

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	Teacher's Training	6 140	0	0	11 448	0	0	17 588
Total		6 140	0	0	11 448	0	0	17 588

Exceptional Costs

ID	Description and Justification	Requested Grant (80%)
1	SMILE's Website and MOOC creation and maintainance	2 400,00
Total		2 400,00

Budget per Participating Organisation

UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)

Project Management and Implementation	7 500
Transnational Project Meetings	2 670
Project Results	36 700
Multiplier Events	5 450
Learning, Teaching Training Activities	4 555
Total grant	56 875

Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)

Project Management and Implementation	15 000
Transnational Project Meetings	3 820
Project Results	26 335
Multiplier Events	2 300
Learning, Teaching Training Activities	4 555
Exceptional Costs	2 400
Total grant	54 410

Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)

Project Management and Implementation	7 500
Transnational Project Meetings	3 820
Project Results	13 945
Multiplier Events	2 300
Learning, Teaching Training Activities	4 980
Total grant	32 545

Viksjöfors skola (E10099451 - Sweden)

Project Management and Implementation	7 500
Transnational Project Meetings	3 040
Project Results	37 665
Multiplier Events	2 300
Learning, Teaching Training Activities	3 498
Total grant	54 003

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

Project Management and Implementation	7 500
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Transnational Project Meetings	2 670
Project Results	26 335
Multiplier Events	2 300
Total grant	38 805

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	2021-12	2022-03	Report of Need Analysis
2	Project Results	2022-03	2022-11	Digital Repository
3	Transnational Project Meeting	2022-07	2022-07	Second transnational project meeting - TPM2. lead from Viksjoefors skola (SW) - Month 8
4	Project Results	2022-11	2023-04	Teacher's Guide on using music in inclusive education.
5	Learning Teaching Activities	2023-03	2023-03	Teacher's Training
6	Transnational Project Meeting	2023-03	2023-03	Third transnational project meeting - TPM3. lead from A.MUS.ED (CY) - Month 16
7	Other Relevant Activities	2023-05	2023-07	Piloting Phase in Greece
8	Other Relevant Activities	2023-05	2023-07	Piloting Phase in Cyprus
9	Other Relevant Activities	2023-05	2023-07	Piloting Phase in Italy
10	Other Relevant Activities	2023-05	2023-07	Piloting Phase in Poland
11	Other Relevant Activities	2023-05	2023-07	Piloting Phase in Sweden
12	Project Results	2023-08	2024-05	SMILE MOOC
13	Multiplier Event	2024-04	2024-04	Presenting SMILE in Greece.
14	Multiplier Event	2024-04	2024-04	Presenting SMILE in Cyprus.
15	Multiplier Event	2024-04	2024-04	Presenting SMILE in Poland.
16	Multiplier Event	2024-04	2024-04	Presenting SMILE in Sweden.
17	Multiplier Event	2024-05	2024-05	Final conference in Italy
18	Transnational Project Meeting	2024-05	2024-05	Fifth transnational project meeting - TPM5. lead from UNICT (IT) - Month 30

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?

Yes

Other Activity ID	Activity Title	Country of Venue	Other Activity Leading Organisation	Other Activity Start Period (yyyy-mm)
1	Piloting Phase in Greece	Greece	Viksjoefors skola (E10099451 - Sweden)	2023-05
2	Piloting Phase in Cyprus	Cyprus	Viksjoefors skola (E10099451 - Sweden)	2023-05
3	Piloting Phase in Italy	Italy	Viksjoefors skola (E10099451 - Sweden)	2023-05
4	Piloting Phase in Poland	Poland	Viksjoefors skola (E10099451 - Sweden)	2023-05
5	Piloting Phase in	Sweden	Viksjoefors skola (E10099451 -	2023-05

Sweden

Sweden)

Other Activity Details (1)

Other Activity ID	Other Activity Title	Country of Venue	Other Activity Description (including: targets groups and objectives)	Other Activity Start Period (yyyy-mm)	Other Activity End Period (yyyy-mm)	Other Activity Leading Organisation	Other Activity Other Participating Organisations
1	Piloting Phase in Greece	Greece	<p>Piloting phase: A relevant activity that is included at the timetable and not receive a specific grant is the piloting phase. It is crucial for the implementation of the project because it will give teacher's feedback on project results. All associate partners and teachers attending the Teacher's Training Activity will be engaged to perform the piloting at their classes. It will be conducted after the completion of PR1, PR2 and PR3 according to the instructions described (PR3 Teacher's Guide) and using the material (PR2 Digital Repository) proposed. The best practices will be recorded for the purposes of PR4 MOOC. The teachers will give a very fruitful insight of the challenges they faced in their multicultural classes during the implementation of the activities and the consortium will then proceed to improvements according to their feedback. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events.</p>	2023-05	2023-07	Viksjöfors skola (E10099451 - Sweden)	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)

Other Activity Details (2)

Other Activity ID	Other Activity Title	Country of Venue	Other Activity Description (including: targets groups and objectives)	Other Activity Start Period (yyyy-mm)	Other Activity End Period (yyyy-mm)	Other Activity Leading Organisation	Other Activity Other Participating Organisations
2	Piloting Phase	Cyprus	Piloting phase: A relevant activity that is included at the timetable and not receive	2023-05	2023-07	Viksjöfors skola	A.MUS.ED. AMALGAMATE

in Cyprus a specific grant is the piloting phase. It is crucial for the implementation of the project because it will give teacher's feedback on project results. All associate partners and teachers attending the Teacher's Training Activity will be engaged to perform the piloting at their classes. It will be conducted after the completion of PR1, PR2 and PR3 according to the instructions described (PR3 Teacher's Guide) and using the material (PR2 Digital Repository) proposed. The best practices will be recorded for the purposes of PR4 MOOC. The teachers will give a very fruitful insight of the challenges they faced in their multicultural classes during the implementation of the activities and the consortium will then proceed to improvements according to their feedback. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events.

(E10099451 - MUSIC Sweden) EDUCATION LTD (E10060645 - Cyprus)

Other Activity Details (3)

Other Activity ID	Other Activity Title	Country of Venue	Other Activity Description (including: targets groups and objectives)	Other Activity Start Period (yyyy-mm)	Other Activity End Period (yyyy-mm)	Other Activity Leading Organisation	Other Activity Participating Organisations
3	Piloting Phase in Italy	Italy	Piloting phase: A relevant activity that is included at the timetable and not receive a specific grant is the piloting phase. It is crucial for the implementation of the project because it will give teacher's feedback on project results. All associate partners and teachers attending the Teacher's Training Activity will be engaged to perform the piloting at their classes. It will be conducted after the completion of PR1, PR2 and PR3 according to the instructions described (PR3 Teacher's Guide) and using the material (PR2 Digital Repository) proposed. The best practices will be recorded for the purposes of PR4 MOOC. The teachers will give a very fruitful insight	2023-05	2023-07	Viksjöfors skola (E10099451 - Sweden)	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)

of the challenges they faced in their multicultural classes during the implementation of the activities and the consortium will then proceed to improvements according to their feedback. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events.

Other Activity Details (4)

Other Activity ID	Other Activity Title	Country of Venue	Other Activity Description (including: targets groups and objectives)	Other Activity Start Period (yyyy-mm)	Other Activity End Period (yyyy-mm)	Other Activity Leading Organisation	Other Activity Participating Organisations
4	Piloting Phase in Poland	Poland	<p>Piloting phase: A relevant activity that is included at the timetable and not receive a specific grant is the piloting phase. It is crucial for the implementation of the project because it will give teacher's feedback on project results. All associate partners and teachers attending the Teacher's Training Activity will be engaged to perform the piloting at their classes. It will be conducted after the completion of PR1, PR2 and PR3 according to the instructions described (PR3 Teacher's Guide) and using the material (PR2 Digital Repository) proposed. The best practices will be recorded for the purposes of PR4 MOOC. The teachers will give a very fruitful insight of the challenges they faced in their multicultural classes during the implementation of the activities and the consortium will then proceed to improvements according to their feedback. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events.</p>	2023-05	2023-07	Viksjöfors skola (E10099451 - Sweden)	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)

Other Activity Details (5)

Other Activity ID	Other Activity Title	Country of Venue	Other Activity Description (including: targets groups and objectives)	Other Activity Start Period (yyyy-mm)	Other Activity End Period (yyyy-mm)	Other Activity Leading Organisation	Other Activity Other Participating Organisations
5	Piloting Phase in Sweden	Sweden	<p>Piloting phase: A relevant activity that is included at the timetable and not receive a specific grant is the piloting phase. It is crucial for the implementation of the project because it will give teacher's feedback on project results. All associate partners and teachers attending the Teacher's Training Activity will be engaged to perform the piloting at their classes. It will be conducted after the completion of PR1, PR2 and PR3 according to the instructions described (PR3 Teacher's Guide) and using the material (PR2 Digital Repository) proposed. The best practices will be recorded for the purposes of PR4 MOOC. The teachers will give a very fruitful insight of the challenges they faced in their multicultural classes during the implementation of the activities and the consortium will then proceed to improvements according to their feedback. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events.</p>	2023-05	2023-07	Viksjöfors skola (E10099451 - Sweden)	

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.

Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)

Applicant organisation OID	Legal name	Country
E10199519	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education	Greece

Applicant details

Legal name	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education
Country	Greece
Region	Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki)
City	Komotini
Website	http://www.pdeamth.gr

Profile

Type of Organisation	Regional Public body
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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)

Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education, Gr, (EM-Th RDE), is a decentralized regional administrative structure of the Greek Ministry of Education and Religious Affairs, located in Komotini. EM-Th RDE co-ordinates the operation of primary and secondary education in five counties/regional unities: Evros, Rodopi, Xanthi, Kavala and Drama. EM-Th RDE has a functional administration structure: The Regional Director, 1 Senior Supervisor (for Primary and Secondary education), 1 Senior Supervisor for administrative, personnel and economic issues, 1 supervisor for administration, 1 supervisor for economic issues, 1 supervisor for human resource, 1 supervisor for ICT issues, 7 administrative officials and about 10 teachers (transferred for 1 school year). The new established Regional Educational Planning Center of EM-Th RDE is responsible for educational planning, monitoring, coordination and support of the educational work of public schools, as well as of the Laboratories Centers, the coordination of the Differentiation and diagnostic Centers, the Sustainable Education Centers and the Laboratory Science Centers in the region. It also provides through 34 primary and secondary school consultants, scientific and pedagogical support, organizes trainings for teachers, and supports the planning and evaluation of the educational work at regional level. The aim of EM-Th RDE is to disseminate the vision, the educational policy and the strategic/functional goals of the Ministry of Education to its region. More specifically, EM-Th RDE: • supervises, controls and coordinates the educational and administrative function of the total of 874 educational units, as well as other educational structures in the region • is responsible of human resources management • conducts educational research • directs, coordinates and monitors Training Coordinators • educating teachers in contemporary subjects for their personal development and the acquisition

of new skills, • participate in consortia, thematic networks, ERASMUS + programs, local and national training programs to improve administrative and teaching practices of its employees, • is conducting educational research, • collaborates with major stakeholders for innovation in the field of education • organizes educational meetings, day events and conferences

In total, 874 primary and secondary education schools with 9.000 teachers and 80.000 pupils operate in the region of Eastern Macedonia - Thrace (EM-Th). More specifically, in EM-Th there are: • 309 preschools • 223 primary schools • 100 junior high-schools • 51 senior high-schools (non-compulsory education) • 24 Vocational Schools (non-compulsory education) • 26 special education (primary and secondary) schools

Out of the above mentioned schools, there are: • 5 musical schools • 3 intercultural schools • 1 experimental primary school • 132 minority schools (for the Muslim minority in Thrace)

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?

EM-Th RDE always searches out for ways to strengthen its teachers' profile of its region. Training courses are being organized, through its School consultant, in regular basis, according to teachers' educational needs. EM-Th RDE also participates in European programs and implements various programmes, which have been designed based on European and national education authorities, educational needs and the specifics for the teachers of the region. The valuable experience of the administrative and pedagogical team, guarantees the successful implementation of the proposed project. EM-Th RDE has already successfully completed four Erasmus+ KA2/ Strategic Partnerships projects. Within these projects various of teachers have strengthen their skills and competences regarding: 1) dealing with children with different cultural background in classes. "Multicultural Schools – Enhancing Cultural and Linguistic Treasure of Europe through Teachers (MCS)" (proj. nr. 2015-1-PL01-KA201-016963), 2) language education in special education schools. "Language Education and Speech Therapy for people. (LET'S)" (proj. nr. 2016-1-RO01-KA202-024644), 3) preventing students in risk for dropping out school, by adopting innovative and outdoor activities in their classes. "School Without Walls" (proj. nr. 2016-1-TR01-KA201-034306), 4) enhancing inclusion of migrants/refugees in classes, by adopting innovative activities through music. "POMELO" (proj. nr. 2018-2-IT03-KA205-013960). At the time EM-Th RDE is implementing two Erasmus project for professional development: 1) of its VET educators, to strengthen skills and competences in Tourism Education with "Embedding Sustainability Skills and Training (ESTET)" (proj. nr. 2020-1-PL01-KA202-081845) and 2) of teachers having students with autism in their mainstream class "EMTxASD" (proj nr. 2019-1-RO01-KA202-063957). Our teachers and management staff have many years of experience in education and holistic management. With the various actions they undertake, they prove their commitment to professional development to improve educational services and build the human capital of our community. EM-Th RDE is responsible for the administration and the scientific and pedagogical guidance of education in the specific region in Greece. The regional directorate supervises the implementation of the national educational policy, applying it according to the special requirements of the region. It also connects regional education services with central education authorities. The key persons involved in the project are: Vasiliki Tsiona, administrative officer, Head Finance & IT Department, has a degree in Biology and Master Degree in Education Management. She is responsible for the management and implementation of the Erasmus+ Projects for EM-Th RDE since 2014. Also, based on her teaching experience, contributes on educational activities. She speaks English and German fluently. Evangelia Vavoura has experience as a teacher in Vocational Education since 2011 and is the Coordinator of the Apprenticeship class of the EM-Th RDE. She is an architect (B.A. and P.G.Dip in architecture). She also has studies in Pedagogical and Technological Education and is completing her Master's Degree in Intercultural Education. She speaks English, Turkish and Italian. She was involved in many Erasmus+ projects (k1, k2, youth).

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
School education staff mobility (KA101)	1	0	0	0
Strategic Partnerships for school education (KA201)	3	0	9	2
Strategic Partnerships for vocational education and training (KA202)	0	0	4	3
Strategic Partnerships for adult education (KA204)	0	0	1	0
Strategic Partnerships for youth (KA205)	0	0	2	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.

Partner Organisations

Partner organisation OID	Legal name	Country
E10060645	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD	Cyprus
E10208915	UNIVERSITA DEGLI STUDI DI CATANIA	Italy
E10144172	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME	Poland
E10099451	Viksjöfors skola	Sweden

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. 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. In this band we have members who have learned the Greek language through their interaction with the greek songs and because of the sense of belonging that have gained through their participation in this band, among other cypriot people. The sense of belonging lead them to be more positive in willing to learn the language and the bonding with locals that created through their participation in this band helped not to hesitate to use the Greek language to interact with their cypriot friends. 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. At the moment AMusEd is offering an English language early years music program that it is offered either in kindergarten settings or in family groups. This program is designed in a way that promoted comprehensive English language learning to children of early childhood. Its purpose is to offer an

alternative way of learning a language through the experience and joy of participating in music groups. As an organization we strongly believe in the positive influence that music has in people's lives and especially in its contribution to foreign language learning and this is the reason we support any kind of project that will enhance the Greek language learning of migrant people in Cyprus, as well the English language learning (as a foreign language) to children of local community.

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?

Maria Demosthenous, who is the manager of the AMusEd, has developed the early childhood music program, based on the great's music pedagogue Zoltan Kodaly philosophy. Through the program, the English language learning as well as all the benefits of music making, are being enhanced and targeted. Additionally, Maria Demosthenous was inspired to create a multicultural band to accommodate both local and migrant people and bring them together to the joy of music making for inclusive purposes. The results of this band are amazing as far as it concerns both the inclusion as well the language learning. 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 has created A.Mus.Ed and opened a Music school where she accommodates the previous classes mentioned and 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 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. Finally, in the team of AmusEd is Raffie Americanou who has completed a BA Degree in Drama also a BA honors in English, language and education. She has also received a Masters of Fine Art in Acting from East15 Acting School in London. She specializes in the aesthetics of drama pedagogy in English language learning. She has developed an educational program where she teaches English language through drama. She is applying this program mostly in kindergartens and in private after school classes. She is also an active teacher of musical theatre and acting. Her passion for acting led her to work in London and in Cyprus as an actress.

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.

UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)

Partner organisation details

Legal name	UNIVERSITA DEGLI STUDI DI CATANIA
Country	Italy
Region	Sicilia
City	CATANIA
Website	www.unict.it

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).

The University of Catania, founded in 1434, is the oldest in Sicily, with over 40,000 students on average. The educational system is managed and supervised by 17 departments and two other educational units in Ragusa and Syracuse. This link will take you to a table with information about the facts and figures of the University (number of educational programmers, educational and research structures, and students/staff): www.unict.it/en/university/facts-and-figures The Department of Educational Sciences is made up of approximately fifty professors (full professor, associate professors and researchers), while thousands of students are spread across three first-year degree courses and two second-year courses. <http://www.disfor.unict.it/en> The mission of the Department is to coordinate, advance, and disseminate research in the human sciences, educational research and inclusive education. Within the Department, there is a PhD course in Educational Processes, Theoretical-Transformative Learning, and Research Methods Applied to the Territory. The following are the primary research areas of the doctoral school: Analysis of educational, psychological, and social processes in multicultural and inclusive contexts; c) Educational models and practices aimed at reducing and contrasting education poverty and psycho-social distress, as well as experimenting with new social inclusion practices; d) Forms of Citizenship and practices related to identity processes and participation in local development. For the academic years 2016/2017; 2018/2019, the Department organized a specialized course to train special education teachers (inclusion education). In the academic year 2017/2018 the department organized a Master course in "Organization and management of educational institutions in multicultural contexts," which was funded by FAMI Project 740 "Multi-year Training Plan for Executives, Teachers, and ATA Staff of Schools with a High Incidence of Foreign Students" The Department of Education Sciences is engaged in a number of Third Mission activities, which can be defined as the exchange of best practices and the creation of public goods with social, cultural, and economic impact. The apparent diversity of subject areas in the Department adds value from a multidisciplinary standpoint, as the Department serves a dual mission: to train (undergraduate, postgraduate, and specialization courses, as well as ongoing training for teachers and educators) and to work in the local context through socially useful research-based activities, as evidenced by numerous agreements. The research laboratories are linked to the didactic laboratories that are part of university degree courses; they have distinct features for areas of academic specialization. Some laboratories bring together different disciplines and serve as a gathering place for teachers and researchers from those disciplines to collaborate on and initiate scientific activities. In the laboratories, cross-participation in a multidisciplinary context occurs, promoting the exchange of ideas and scientific results (e.g., Research laboratory for social and intercultural education; or Educational planning and teaching laboratory). The Department of Educational Sciences conducts research activities that are consistent with its multifaceted composition, both in terms of the subject areas that comprise it and with its specific mission of teaching, training, and being connected to the local and national context. All the members of the Department are involved in many national projects <http://www.disfor.unict.it/it/content/ricerca-su-fondi-di-ateneo> and European projects <http://www.disfor.unict.it/it/content/progetti-europei>

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 Department of educational Sciences promotes research and training interventions (master's/bachelor's degrees and professional development courses) in the areas of intercultural and inclusive education, as evidenced by participation in funded European and national projects and has developed a large network with schools and NGOs in the Sicilian region and across Italy. Intercultural/inclusive education research is carried out by interdisciplinary research teams comprised of educational researchers, psychologists, and sociologists who disseminate their results at the national and international levels, as well as through university laboratories (<http://www.disfor.unict.it/it/content/laboratorio-di-ricerca-sui-fenomeni-sociali-e-interculturali>) Recent Projects: • REsearch at the SERvice of Educational FragilityS PRIN 2017 (RE-SERVES). <https://www.re-serves.it/en/> • HORIZON 2020. PARTICIPATION - Analyzing and Preventing Extremism Via Participation Horizon 2020 - H2020-SC6-GOVERNANCE-2020 <https://participation-in.eu/> • Project: Hostis-Hospes" Connecting People for a Europe of diversities (PROGRAMME Rights, equity, and citizenship job programme - call REC-VAW-AG-2016-02Round 1 – CUP n. J15E17000000006). <https://unikore.it/index.php/it/il-progetto-di-ricerca> • Erasmus+ KA2. NORADICA – Inter Religious Dialogue Against Radicalization of Youth through Innovative Learning Practises at School"2017-1-IT02-KA201-037002. <https://www.noradicalism.eu/> • Erasmus+ Project; TIEREF- Towards Inclusive Education for Refugee Children" project n. 592142-EPP-1-2017-1-TR-EPPKA3-IPI-SOC-IN • UNICEF, UNHCR, IOM, ISMU Foundation: Unaccompanied and Separated children in their transition to adulthood in Italy <https://www.unicef.org/eca/reports/unaccompanied-and-separated-children-their-transition-adulthood-italy> • Erasmus Plus - KA2 Strategic Partnership: Task 21 EdTech & AI: Creating pedagogical material for the 21st century <https://www.unict.it/it/ricerca/progetti/task-21> • THE UNTEACHABLES Helping the new generations of school teachers turn increasingly unteachable young students into young learnables <https://www.unict.it/it/ricerca/progetti/unteachables> • AIM (Accesible Information Material) The project intends to give people with mental disabilities easy-to-to-understand information that is age appropriate. <https://www.unict.it/it/ricerca/progetti/aim> • Erasmus+KA2 –Cooperation for innovation and the exchange of good practices – Action Strategic Partnership (2015-18): Multicultural Schools – Enhancing Cultural and Linguistic Treasure of Europe through Teachers" <http://alfa.pao.pl/dpf/Multicultural%20Schools/MCS%20-final%20-%20O1-O2.pdf> Other projects can be found here: <https://www.unict.it/it/ricerca/archivio-progetti-di-cooperazione-internazionale> KEY STAFF Gabriella D'Aprile, PhD, is a Researcher in Education who specializes in intercultural education (she will be promoted to Associate Professor on November 1, 2021). Since 2017, she has served as the Program Manager for the Master's Degree in Organization of Multicultural Schools. She has worked as on international and national projects in the fields of teacher education and inclusive education (Eramus+, Horizon 2020, PRIN, Funded Departmental projects). From 2018 to 2020, she was member of the Executive Committee of the SIPED (Italian Society of Pedagogy) and is a member of the Italian network for intercultural education. She has published extensively on professional development and inclusive education in peer-reviewed journals, as well as in a number of books and reports. Giambattista Bufalino, PhD in Educational Research (University of Lincoln), is currently employed as an research fellow in education. He has worked on a number of international research projects in the fields of teacher education and intercultural education at numerous European universities. His research looks into new forms of collaboration between schools and universities in the field of inclusive education.

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 addressing more than one field (KA200)	1	0	3	0
Strategic Partnerships for school education (KA201)	4	1	9	2
Strategic Partnerships for vocational education and training (KA202)	1	0	6	2
Strategic Partnerships for higher education (KA203)	1	0	25	9
Strategic Partnerships for adult education (KA204)	3	0	3	1
Strategic Partnerships for youth (KA205)	0	0	4	1
Higher education student and staff mobility between Programme and Partner countries (KA107)	6	1	3	3
Higher education student and staff mobility within programme countries (KA103)	6	6	14	14
Strategic Partnerships for adult education (KA226)	0	0	4	1
Strategic Partnerships for youth (KA227)	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.

Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)

Partner organisation details

Legal name	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME
Country	Poland
Region	Łódzkie
City	Lodz
Website	www.euframe.eu

Profile

Type of Organisation	Foundation
Main sector of activity	Other (specify)

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).

Foundation for the Development of International and Educational Activity – FRAME aims to develop and promote international cooperation of local communities supporting education, professional activity and the well-being of citizens. It implements the statutory goals thanks to the development of international, national and local cooperation of broadly understood social character, supporting European integration, active cooperation in the development of civil society and democracy culture as well as scientific, educational and cultural activities for beneficiaries, in particular, the disadvantaged groups. FRAME was created in response to the observed changes in the socio-economic environment of Poland and Europe. Simultaneous reliance on outstanding experience of our experts together with the inclusion of networking cooperation with partnering organisations, creates a new quality and synergic value of implementation of new ideas into reality. Thanks to numerous contacts with public and private stakeholders in the region of Lodz, Poland and Europe, as well as with non-European ties of our experts, we are able to research, publish, advise, evaluate and provide high quality trainings to respective beneficiary groups. The members of the foundation have vast educational, consulting and training experience, many of which with international dimension. Knowing the needs and expectations of our target groups, we design and implement activities aimed at social activation and broadly understood promotion of the civil society. We have close contacts with pedagogy departments at local universities as well as with centres for Teacher's development in the region that may positively influence development of IOs as well as support dissemination, piloting and exploitation of this project results.

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?

We collaborate closely also with wide range of educational organisations, associations and foundations as well as local and national Authorities. Our experts have been involved in numerous projects focusing on teachers' development. One of them was 'GoDIGITAL - Integrating Mobile Learning And Upgrading Teachers' Digital Skills' for primary and secondary school teachers or 'Stronger Children Less Violence 2' the project that provided educators and teachers with resources and activities to implement the violence and bullying prevention programme in their schools. Also developing teaching skills with the use of art is one of our main focal points. Our members have been involved in projects fostering using music and other art for learning foreign languages and also useful in the business. Examples of such projects are: 'The sound of Business-Leveraging the Entrepreneurial Competences of Adults To Extenuate the Business Knowledge Divide' and 'ARTinLAN a Global Virtual Village for Languages and Art'. Knowledge and experience gained in these projects will be an important input to the proposed project. Key persons to be involved in this project: ADAM GOGACZ, PhD - Philosopher and pedagogue. He deals with ethical and philosophical problems of pedagogy, especially alternative

families and tolerance according to gender, age, culture and homosexuality, as well as issues of cultural education, especially multi-, inter- and transculturalism. He is a trainer in education (for teachers, educators and leaders of education). He is also a methodologist of E-learning process. As an educator he has 20 years of experience of lecturing, tutoring including MA seminars on pedagogical science. He was a key expert in 'Multicultural Schools' project where he led the preparation of a 'Teacher's Handbook on Culturally Inclusive Education'. DOROTA NAWRAT Ph.D. – Doctor of humanities in the field of work pedagogics and career counselling. She deals with the issues of adult professional development, non-formal and informal adult education, adult education methodology, including people with disabilities and people at risk of social and professional exclusion, as well as professional discrimination, especially of women. Has professional experience as a senior specialist in Department for Social and Civic Competences Development in Centre for Education Development, Warsaw. DOROTA WODNICKA – expert in educational and cultural policies, Director of Education and Culture Department in the Regional Office for over 10 years, deputy Director of ESF Department in the same entity. During that time she was involved in the process of developing strategic documents on regional development, cultural diversities, vocational training and social dialog. She designed educational services and programmes both for private and public sector and cooperated with national institutions. IZABELA WARWAS, professor at the University of Lodz. Her scientific interests focus on the issues related to human resources management, age and diversity management. She developed and conducted numerous training courses, workshops and projects for organisations all over Poland. MAGDALENA GAWRYCH is an expert in Pedagogy and Graphic Design. She graduated from the University of Lodz at the Faculty of Educational Sciences, major: Pedagogy with the following specialization: Artistic Education. MARTA KĘDZIA – researcher and manager. She is an author and co-author of many international educational projects implemented under various EU programs, several of which were awarded at EU level as examples of good practice e.g. 'Multicultural Schools' projects that was awarded by EACEA/NA as star projects.

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	5	0
Strategic Partnerships for vocational education and training (KA202)	0	0	7	1
Strategic Partnerships for higher education (KA203)	0	0	4	1
Strategic Partnerships for adult education (KA204)	0	0	10	5
Strategic Partnerships for youth (KA205)	0	0	3	0
Strategic Partnerships for adult education (KA226)	0	0	6	0
Strategic Partnerships for youth (KA227)	0	0	3	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.

Viksjöfors skola (E10099451 - Sweden)

Partner organisation details

Legal name	Viksjöfors skola
Country	Sweden
Region	Gävleborgs län
City	Viksjöfors
Website	www.artinedviksjofors.se

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).

Viksjöfors skola 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. 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 – a building where cultural inspiration is offered. For more than a decade the local dance teachers have supported learning with cultural expressions in the school. In Viksjöfors skola there are pupils with multicultural background in every class. The rise of immigration awoke a curiosity for alternative learning methods. The teachers started to explore new ways to communicate learning. They approached teaching curricular subjects with expressions of rhythm, art, dance and literature created by children. Results are shared in Erasmus+ projects MUSILIB and rhythm4 inclusion, <http://www.multilibproject.eu/> and <https://www.r4i.tuc.gr/en/home>. The way of learning with cultural expressions in Viksjöfors skola has become a model in the whole municipality and beyond. It is now an urgent need among the school staff to know more within the field in order to better share steps of success. Strategy of the school: Creation of learning with new and further ambitions than traditions have offered. 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. Aims of the organization: ☐ To develop the creative potential in every pupil ☐ To support pupils' initiatives ☐ To create conditions for active learning skills To develop international cooperation for development of pedagogy and for language learning

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?

Legal Representative / Headmaster – Anders Liljemark Fields of Expertise: - National goals in education Contact Person – Helena Ehrstrand Duties/Responsibilities: - 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 Teacher – Ann-Christine Waltersson Music teacher Teacher Team for Learning curricular subjects with cultural expressions : Elisabeth Guthu, Wictoria Kastemyr, Victoria Forsblom Outcomes in the school found on <https://artinedviksjofors.se/>

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)	2	2	2	1
Strategic Partnerships for Schools Only (KA219)	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.

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.

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

SCHOOL EDUCATION: Development of key competences

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

Around the world and especially in Europe, the last decade, cultural diversity in the classroom from children from national or ethnic, religious and linguistic minorities is on the rise. In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate inclusive teaching in the classroom -- whether the level of education they are teaching. However it proves to be more crucial at the early stages of education, at pre primary and primary education because at this stage students need to feel an active part of the school community. For this reason the intercultural competence and readiness of the teachers is a challenge for the institutions responsible for their education. AIMS SMILE project aims to provide teachers with a practical framework and examples of best practice to assist them in meeting the challenges of inclusion and diversity in education. SMILE introduces music as an effective tool to inclusive teaching methods. OBJECTIVES Specifically the objectives of this project related to the introduction of music as a tool for inclusive teaching are divided at two parts: a. Firstly, the main goal of this project is to provide teachers of pre primary/ primary schools new knowledge, key competences and ready to use educational material to effectively use music as a didactic and pedagogical tool for inclusive education. Further, teachers will develop social and digital skills by using the repository and the online training (MOOC). More analytically the target group which consists of teachers will: -Acquire a new knowledge delivered from SMILEs Teacher's Guide -Provided with education material and ready to use tools, from SMILEs Repository, in order to incorporate them in their teaching. -Acquire skill and key competencies and develop digital skills by attending SMILEs Training and SMILEs MOOC -Increasing awareness on effective integration of music in inclusive education among EU citizens -Personal development on a European level. b. Secondary, the final beneficiaries of this project will be students from diverse cultural needs. The tools that they will provided from SMILE project (Teacher's Guide, SMILEs Repository, SMILEs MOOC) for inclusive teaching that will be developed will promote the full personal, academic and professional development of all learners irrespective of race, class, color, gender, background, learning styles and language. More analytically SMILE project will contribute to: -Raise achievement of all learners at the exposure to typical classroom structure and curriculum -Incorporate inclusive tools into learning processes so as to make these practices sustainable in the longer term. -Preventing early school leaving. Through music integration, teachers give the opportunity to their students to develop the sense of community into classrooms, a factor that enhances the role and importance of the school in children's lives. -Promote learner voice by the improved social skills of learners -Celebrate and respect diversity and multiculturalism

Please select up to three topics addressed by your project

Inclusion, promoting equality and non-discrimination

Key Competences development

Digital skills and competences

Project Description

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

In primary education, in most countries of the EU, the integration of students from different cultural and ethnic backgrounds into schools and inclusive teaching for all, is a complex process. According to the UN, Minority groups in all parts of the world suffer disproportionately from unequal or restricted access to quality education. The term minorities refers to national or ethnic, religious and linguistic minorities, as laid out in the UN Minorities Declaration. An inclusive classroom refers to an environment where all cultures coexist, the students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. Inclusive teaching refers to pedagogy that strives to serve the needs of all students, with subject material. Teachers are

considered the key to the success of inclusive education, expected to provide suitable tools and to respond appropriately and effectively to every problem related to their students' diverse needs. One of the highest priorities is to help teachers in acquiring new attitudes, knowledge, and skills, to work effectively with culturally diverse students, to promote equal opportunities for minority groups at risk of social exclusion. Students from minority groups (ethnic, religion, linguistic etc) have high rates of absenteeism, dropout, and school failure in almost all EU countries for which data is available (EC 2019). The COVID-19 outbreak affected negatively particularly those students, coming from vulnerable backgrounds, especially Roma and migrant children, whose already difficult circumstances were further exacerbated by the crisis (Council of Europe, 2020). In addition to that, research has proven that there are positive effects on students' well-being and performance in schools if cultural and linguistic realities are taken into consideration (Salgado-Orellana, 2019). On the other hand, music is an inclusive didactic and pedagogical tool to promote intercultural education (Burnard, 2008), a universal language that unites people from different cultural backgrounds, builds bridges for effective communication, crosses cultural barriers and supports cultural acceptance and integration. Research has shown that music is an effective educational tool to promote well-being, to increase positive classroom atmosphere and to improve learning (Eerola & Eerola, 2013). Additionally it promotes friendships, social skills, teamwork and cooperation, commitment, mutual support, bonding to meet group goals, a sense of accomplishment and belonging, self-confidence, self-discipline, responsibility, increased concentration and provides an outlet for relaxation. (Hallam, 2010). Students who are able to manage their emotions in a positive way, are able to enhance their learning potential (Foran, 2009). SMILE introduces music as an effective tool to inclusive teaching methods. SMILE project capitalises two fruitful experiences in Erasmus+: "Multicultural Schools" 2015-1-PL01-KA201-016963 where the problems and needs of teachers of multicultural schools were identified, a repository and an online training was developed to provide teachers basic knowledge and skills to deal in multicultural classes. "POMELO" 2018-2-IT03-KA205-013960 used music as an integration tool of youth immigrants/refugees into the society of the host country and as an educational tool for second language learning. The main goal of this project is to provide teachers of pre primary/ primary schools new knowledge, key competences and ready to use educational material to effectively use music as a didactic and pedagogical tool for inclusive education. Further, teachers will develop social skills and digital skills by using the repository and the online training. Although, SMILE project is proposed for the teachers, its real beneficiaries will be students, who's well-being and performance in schools is expected to be improved.

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

Since the Salamanca Statement in 1994, most European countries have acknowledged that inclusive education has an important role to secure equal educational rights for all students. The proposed project introducing music as an educational tool for inclusive teaching at primary education, and engaging countries from all geographical points of Europe gives the opportunity to the consortium to implement a project with great impact. The partners' organizations search for opportunities of improvement in the educational field. This project focuses on the improvement of key competencies in inclusive education as well as the development of comprehensive tools. EM-Th RDE(GR), a decentralized regional authority of education, supervises, controls and coordinates the educational and administrative function of the total of 874 educational units, as well as other educational structures in the region. Among other priorities, it focuses on introducing innovative methods, good practices and implementing teacher training that will improve the professional development of teachers and the academic results of the students in their region. AMusEd (CY), is an organization specializing in language learning and in social inclusion and believes that the arts can play an active role to help remove barriers, free expression and communication. Their participation in SMILE will enable them to improve their knowledge in these fields and, through their network of schools and teachers seminars they offer, contribute to the school communities. For UNICT(IT), the participation will broaden their research, allowing them to investigate the significance of music in the field of intercultural and inclusive education. They have a specific line of research that explores innovative methods in inclusive education, as evidenced by their participation in several European and national research projects. Furthermore, they would like to expand their knowledge in music education by working with valuable partners who are experts in the field. Following that, they would like to experiment with and implement the main outputs in their large network of teachers and educators working in the primary and early childhood sectors. As a university, they are interested in working with other partners to internationalize their mission and create cross-cultural projects to investigate how different contexts respond to inclusive education. FRAME (PL), undertook a cooperation with many educational institutions such as the Centre of Excellence and Science Foundation. This cooperation results in widening the network of cooperation with teachers and institutions. This provides the opportunities to spread the deliverables of projects like SMILE, but also needs to fulfill the promises made on the occasion of the cooperation. FRAME is determined to support

teachers in their everyday work, and we found SMILE project to be the perfect opportunity. In Viksjöfors skola (SW), there are pupils with multicultural backgrounds in every class. The rise of immigration awoke a curiosity for alternative learning methods, that's why its teachers started to explore new ways to communicate learning and to introduce innovative tools in teaching. Last year, the covid pandemic brought another bigger challenge, to teach these students in digital classrooms. SMILE aims to develop training (both online and in person), resources of examples, good practices and instructions through the digital repository in order to give all the tools to teachers in Europe to apply lessons with integrated elements of music to achieve inclusive education. To achieve all these with great impact among Europe, the consortium plans to research, study and then implement all tools to a piloting phase. Finally they will present all the meaning and objectives of inclusive education and how this can be achieved, as well as the importance of music integration in classes through the Teacher's Guide.

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

The European Agency statistics on Inclusive Education formulate the challenges explicitly in this way: 'The current debate is no longer about what inclusion is and why it is needed; the key question is how it is to be achieved'. Inclusive teaching in education is a common perspective in most EU countries. Searching for common attitudes in such a global matter will provide teachers with the most appropriate educational materials to support inclusive teaching in their multicultural classes. Viewing the problem from different perspectives and school environments, will provide cross-cultural outcomes of project results, and ensure the production of much more operational educational tools. Moreover, using Music as an educational tool in classes is not quite common in EU schools. Even though some teachers are familiar with the power of music in multicultural classes, the main obstacle is the lack of knowledge and skills on how to use it effectively during the inclusive education process. Developing their knowledge and competencies requires various experts and the transnational utilization of institutions' experience in relevant issues. The transnational dimension of the project creates an active link between diverse educational "tongue", gives the possibility to observe different ways and levels of EU integration and enables partners' countries to learn from each other. The brainstorming of ideas for the development of the activities is becoming more multicultural and expanding the borders of dissemination across Europe and beyond. The process ensures the exchange of good practices and innovative teaching ideas and brings together people, teachers, trainers and students from different countries. The impact that a transnational project has on education practices is much stronger than implementing this project in one country. Further, it will enhance inclusive teaching. As previously mentioned participant countries have students from multicultural backgrounds in their schools and there is a great need to find innovative ways for teaching that will improve the communication, the teambuilding and intercultural acceptance in the classroom. Sharing the knowledge and experiences on a transnational level throughout the training and the e-lessons 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 these institutions through Erasmus+, etwinning, or other european programs.

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

During SMILE's implementation teachers will come familiar with an innovative pedagogical tool, the power of Music, for achieving inclusive education and acquire the knowledge and the competencies on how to use music in their Multicultural classes. SMILE will produce four Project Results. All these results will be uploaded on a SMILE's website with free access for all stakeholders: PR1: Need analysis Survey: A transnational research concerning the relationship of teachers with music, their attitude towards the use of music as a tool for inclusive education and the techniques they use already in their classrooms for achieving the above mentioned, will be gathered to in order to classify the needs for the material developed during the project. PR2: Digital Repository: A digital repository of songs, activities, methods, examples that can be used as an educational tool for inclusive education. The repository will also list activities, instructions, lesson plans and music techniques that will help teachers integrate music effectively in their daily teaching. PR3: Teachers' Guide: This guide will include research done that proves the relevance and importance of music in intercultural learning and inclusive education. Further, it will include information about inclusive education. Ways of integrating music in formal and non formal education will also be listed. The results of the (PR1) Need analysis report will be taken into account and also instruction will be given regarding the use of the collected material in the Digital repository PR2. PR4: SMILE MOOC: The development of an online training designed as MOOC will be developed as the final Project Result, giving the chance to

more teachers, among Europe and beyond, to be trained on how to use music in their multicultural classes, in terms of inclusive education. This will be a full step by step training, concerning the use of music both in formal and non formal settings. Furthermore, during the face to face training, teachers will gain practical knowledge on how to integrate music in their classes, which they can adjust accordingly to the particularities of their students during the pilot phase. The obtained knowledge and the competencies, in combination with the practical experience acquired during the pilot phase of SMILE's project, will also motivate the teachers to use not only the provided from SMILE's project ready for use educational material, but also to produce their own musical pedagogical tools. Apart from the planned Project Results that will be achieved during the implementation of the project, there are some additional outcomes that are expected to be achieved through SMILE. These outcomes are: - Partner's challenges and implementation of inclusive teaching - Increased cultural awareness of teachers and students. Through music examples participants will have the opportunity to learn about other countries' music culture. - Improvement of teachers' digital skills. - Improvement of students' well-being and performance in schools - Improvement of managerial skills in European projects and possibility of future collaborations within other European programs.

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

The goal of this project is to integrate music within inclusive education by providing unique perspectives on how teachers and educators address and confront complex intercultural situations. The ubiquity of music makes it particularly useful in comparative case studies of social interaction in schools, as in this case. It can be used to create a variety of environments in which children can flourish cognitively and developmentally. EM-Th RDE (GR): SMILE's project is complementary with the two already implemented Erasmus+/ KA2 projects concerning the professional development of teachers in multicultural classes "Multicultural Schools" and using music as an integration tool of Youth migrants/refugees into local society "POMELO". AMusEd (CY): has not any previous knowledge on KA2 but the organization has been offering KA1 teachers training courses since 2019. One of the training offered named 'Integration of music into curriculum subjects' focuses on training teachers, with no previous music knowledge, in using music in teaching various curriculum subjects. One other course provided by AMusEd is 'Teambuilding through music techniques' through which teachers, with no previous music knowledge, are educated in using some music games, music making techniques and rhythm games to enhance the positive clima of the classroom. This is a great course for teachers to develop their teaching skills and promote inclusive education through the use of music. SMILE project focuses on the use of music as a tool for inclusive education and it will bring more knowledge to the AMuEd staff to include in their course and through them to reinforce teachers' skills in inclusive education. UNICT (IT): The objectives of this project are consistent with UNICT efforts to develop knowledge/training materials for use in their academic courses, with particular reference to the 1-year master course "Organization & management of multicultural schools" and in early childhood education degree programs and professional courses for teachers working in their school network. This project will complement their current art-based research projects, which use visual representation (video, Lego bricks, and pictures) to promote inclusive education. It will also help to provide useful tools for teachers/educators to use in the classroom, as well as a set of interactive learning tools and materials for future educators, as in their previous Erasmus project (see PIF for detail). As they discovered in their research, the language of art can stimulate social inclusion processes. FRAME (PL): The SMILE project will strengthen connections between the organization and teachers, who are involved in other projects, like Hi-Globe which is for English teachers. This project will allow them to complement methods in teaching, not only English, but also other teachers. FRAME is planning to be involved in many activities focused on empowering Polish teachers in the fields that are not covered by standard teachers' training, especially in intercultural education. Moreover, the SMILE project will create a repository of materials that will be available according to the needs of teachers, and, most of all, available continuously. This is deliverable that cannot be provided by any teacher's training. Viksjöfors skola (SW): carried out two complementary projects, KA2/Erasmus+ projects to SMILE. Both "Rhythm4inclusion" and "Musilib", aim to promote social inclusion in European Classrooms and to develop social, emotional and learning skills of students, through music, dance and rhythm. Target groups were in both projects students, targeting respectively children with special needs in the first project and children with multicultural backgrounds in the second project.

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. Further, all partners' organizations are established in countries who face

the challenge of multiculturalism and inclusive education in their country's schools. Further, the partners have strong experience in creating innovative pedagogical material and they all share common ambitions on inclusive education. All partners will participate in all the stages of the project and will contribute with their experts throughout the project's lifetime. Specifically: EM-Th RDE (GR), the coordinator, is a regional public authority of education, coordinates all preprimary and primary schools of the area of East Macedonia-Thrace and with its experts (school consultants, teachers) will contribute in all stages of the project. During the COVID19 pandemic, EM-Th RDE, responsible for the teachers' training and development in its area, successfully coordinated the distance learning of the schools of its region and they will be the Leader of the PR4 online training "SMILE MOOC". The projects' results will be disseminated to a wide network of teachers, not only inside of its region, but also in other regions of Greece and also to educational authorities of these countries EM-Th RDE collaborated with, during the implementation of other Erasmus+ projects in the past. Due to these characteristics they will also be the Leader of Dissemination. AMusEd (CY), is a relatively young organization with not much experience in Erasmus projects and it is the first time it participates in an EU-funded partnership project. The institution has great expertise in Music and the integration of music in other school subjects. They also have specific knowledge in the subject with research done as also training courses to elementary teachers that are held 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. That makes them the most suitable partner to organize the face to face training and to be the Leader of PR3 "Repository". UNICT (IT), the pedagogical department of the University of Catania, specialized in research in the field of intercultural and inclusive education will be the Leader of PR1 "Need analysis survey". Through their participation the partners will be able to have a quality insight on the academic point of view. They will implement the main outputs in their large network of teachers and educators working in the primary and early childhood sectors. FRAME (PL), undertook a cooperation with many institutions that are responsible for education, one of which is Centre of Excellence and Science Foundation. This cooperation results in widening the network of cooperation with teachers and institutions dealing with supporting them. This provides the opportunities to spread the deliverables of projects like SMILE, but also needs to fulfill the promises made on the occasion of the cooperation. FRAME is determined to do practical things to support teachers in their everyday work, and they found the SMILE project to be the perfect opportunity to do so. Their experience led the consortium to make them the Leader of PR2 Teachers Guide. They will also be the Leader of Quality assurance & Sustainability, due to its very experienced project manager Marta Kedzia Viksjöfors skola (SW), has implemented similar projects to SMILE. They approached teaching curricular subjects with expressions of rhythm, art, dance and literature created by children such as Erasmus+ projects "MUSILIB" and "rhythm4 inclusion". It's teachers' experience will add value in the project and it is the most suitable partner to be the Leader of the piloting phase.

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.

Since the SMILE's project refers to teachers of Preprimary and Primary schools, the partners who are not school institutions engaged preprimary and primary schools to be their Associated partners to support the activities of the project. Teachers from Associate partners can be involved in following activities of SMILE's project: 1) in the Need analysis research, 2) in the production of Project Results (PRs) as consultants, 3) members of the focus group, for evaluation purposes of PRs, 4) face to face and the online training, 5) the piloting phase and 6) in dissemination activities. EM-Th RDE (GR). Two schools from its region were chosen, because of their high rate of children from minority groups such as Roma and muslims. a) The 12th Pre-primary schools of Komotini, the largest school unit with preschool children in the county Rodopi, with 125 students and 18 employees (educational and support staff). It operates general and special education departments and it is the only school in the area where the pilot program for learning English of the Ministry of Education is implemented. Innovative music education programs and the use of modern teaching systems (interactive whiteboards, robotics, STEAM) are also implemented, and b) The 9th Primary school of Komotini which has at the present 124 students and many of them come from vulnerable backgrounds (Roma). The main challenge that this school faces is high rates of school dropout and this is the reason that the teachers always seek for innovative teaching methods. Both schools will participate in all above mentioned activities of the project. AMusEd (CY) will engage the elementary school of Agropkipia which is a small village school in Cyprus, with less than 40 students. It is located in an agricultural area and there are students not only from different cultural backgrounds but also different socioeconomic backgrounds. 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. UNICT (IT). The University will involve the “Instituto Calvina”, which consist of three preprimary and 4 primary schools, and will contribute by providing relevant information and feedback for the elaboration of the project Results. They will especially support the dissemination of information on the project and its results and facilitate the mainstreaming of the project results to the teachers and wide educational environment. FRAME (PL) will have as associated partners a) The Kindergarten of the University of Lodz, an institution that carries out all the goals of care, education and teaching in an atmosphere of security, respect and Montessorian freedom and liberty. The main emphasis is placed on supporting individuality and developing children's independence to enable them to fully use their development potential, and b) the Primary School No. 37 in Lodz, the oldest school in the Widzew district of Łódź (the 3rd largest city in Poland) has students with different cultural background. The school is very interested in using new methods in inclusion, bringing up and teaching. Both schools will support SMILE project in any needed activities

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 target group, mainly pre-primary and primary teachers and educators, to participate in the activities of SMILE, selected from the school network of each partner country. The selection procedure will be elaborated and the selection criteria will be identified and developed among the consortium. 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 new practices for inclusive education, related to music. FOR ACTIVITIES RELATED TO PROJECT RESULTS (PRs) The main decisions related to the implementation of PRs will be taken in the management meetings and training events, but the development of each PR will be done along the length of the project. Although each PR 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 direct involve teachers as follows: P1: EM-Th RDE (GR) will select teachers of Preprimary and Primary schools from the region they coordinate mainly from the associate partners that have been selected for the project due to a high rate of students from minority groups. P2: A.Mus.ed (CY), P3: UNICT (IT) and P4: FRAME (PL), will choose teachers among their network of schools. The preparation is already done and they have engaged schools to participate in SMILE's project activities, as associated partners. Finally P5: Viksjöfors skola (SW), is a primary school and its teachers will actively participate in all SMILE's activities. Additionally each partner will select five teachers from its network of primary and preprimary schools to participate in the face to face training. These participants will be trained from the music experts, language teachers and sociologists who specialise in inclusive education. The training will focus on ways to use music in their daily teaching as a pedagogical tool for social inclusion. Furthermore, those participants will be SMILE's focus group to evaluate PR3 “Teachers' Guide” and PR2 “Digital Repository”. They will also participate in the piloting phase, in order to evaluate the obtained knowledge and practices in a real class scenario. The teachers will give a very fruitful insight of the challenges they faced in their multicultural classes during the implementation of the activities and the consortium will then proceed to improvements according to their feedback. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events. Furthermore, the teachers involved in the training will contribute at the dissemination of the project as ambassadors focusing not only on sharing their own experience but also for the online training that will be developed (PR4). Dissemination/Communication plan will contain specific activities for target groups and stakeholders in order to ensure their involvement and participation, together with the communication channels for the outreach of the results. Dissemination activities and events at local and European level will promote and launch the products developed during the project, partners will invite relevant stakeholders in order to make the project results exploitable to a wide audience of school staff. Some partners have already engaged stakeholders for their contribution in dissemination activities as Associated partners.

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 SMILE starts its lifetime, is very vital for the smooth and successful implementation of the project. For this reason, all 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 implementation of SMILE project. After the submission of this proposal the partners will make the preparations for the implementation of the project, thinking of ideas to develop, build the network among schools and engage other possible participants and they will work together to prepare the ground for its implementation. During the proposal preparation phase, it has been ensured that an important number of stakeholders will mobilize teachers in order to use the project's results. After the approval of the project EM-Th RDE (GR), the coordinator, will distribute among partners a management/implementation plan, with the basic activities that have to take place before the Kick off Meeting. These activities described as follows: - Selection and establishment of the project team in each partner's organisation, appointed to work on implementation, financial, dissemination issues of the project. - Selection and establishment of the Quality Assurance Team - Selection and establishment of the Steering Committee - Selection of the participants from the Associate Partners and the network of schools, who will support the project. - The Coordinator will establish online management tools for effective communication among the partners. These tools are: 1. Google drive - to share all the documents among the partners 2. Group emails - for the better communication among the partners 3. Doodle - for easily arranging the best date of the meetings 4. Skype/Webex or Zoom - accordingly to partners preference for online meetings among the partnership - Preparations for the 1st Transnational Project Meeting, which will take place online. All partners should prepare the basic points of the parts they lead, such as Project Results, piloting, Quality Management and Dissemination. Within the first month after the approval, EM-Th RDE will prepare the Partner Agreements between the coordinator and the partners, where all the obligations will be described towards the project, based on the Grant Agreement. EM-Th RDE will also organise the first online meeting of the partnership, which will also be the Kick off Meeting of SMILE's project. During this meeting the following activities will be organised: The coordinator, will present the basic points of the project and it's activities, a management/implementation plan, a risk management plan and the financial rules Each partner of the consortium will introduce his institution and their members of its project team. Moreover, each partner will present the basic points of the parts they lead regarding Project Results, piloting, Quality Management Plan, Sustainability and Exploitation Plan, and Dissemination Plan. All plans and activities will be throughout discussed, possible modifications will be agreed among the partnership and deadlines will be decided. 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
Coordinator	500	1	15 000
Partner	250	4	30 000
Total		5	45 000

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, EM-Th RDE, will be responsible for implementation of all tasks of project management which includes: a) management of project administration and finances, b) development and monitoring the progress of all activities within the action plan (timing and content), c) ensure a cohesive and proactive partnership, d) deal with problems that may occur and find the best possible solution. 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 following activities: 1) Signing Partners Agreements. 2) Set-up Project Steering Committee. Each partner will select one representative to participate in the Steering Committee 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 outcomes - solving 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/members of its organization. 3) Set-up the Quality Assurance Committee Production of the official templates for Quality Assurance and Evaluation reports 4) Set up plans for Quality Assurance, Evaluation, Sustainability and Exploitation of the project 5) Establishment of a Project Management Manual from the coordinator. This document will contain: lists of partners' contacts (E-mail, Skype contacts, telephone numbers) total budget of the project and the budget of each partner GANTT chart with deadlines a guide for financial issues and activities reporting to help partners in a correct budget spending and implementation official templates to be used from partners for financial, dissemination and quality assurance reports to the coordinator 6) Time Management & Deadline Monitoring In order to ensure the best possible Time Management all partners will be informed prior to every output/activity a) the Google Calendar will be used (partners can schedule the upcoming activities, events, duties, deadlines e.t.c) and b) Action plans will be presented and updated and deadlines will be discussed during every Transnational Project Meeting and also during the additional online meetings, for the upcoming period. 7) Dissemination Activities: such as project graphic design, logo, website development and maintenance, issuing and printing flyers and posters, publishing Newsletters etc. 8) Virtual transnational meeting costs and any expenses made by the host partner during the face-to-face Transnational meetings 9) Other Costs: Partners will use cost from the budget category to cover any other cost related to post cost, renting, utilities, photocopies, stationary.

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 will organise five (5) transnational meetings for the best implementation of the project. Due to prioritization of the Green approach of the project, and in order to minimize travelling for environmental reasons, two of them will be virtual meetings and three of them face-to-face. M1. Virtual Kick-off Meeting is organized by EM-Th RDE (GR) (Month 1). Introduce the representatives of each partner and inform them of the goals of the project. The purpose of the project, the time-plan, the risks, the outputs, the timeline and deadlines will be presented at 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, the quality mechanisms and they will communicate a shared understanding and the commitment. Furthermore the Project Results (PR) will be presented by each responsible partner and will be discussed among the partners to achieve the best understanding and the 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 organised by Viksjöfors skola in Sweden (Month 8). This meeting will last 2 days. 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. They will also have the opportunity to observe and discuss with the school community the results of the Erasmus+ projects that the school has been already implemented using music as an educational tool of intercultural education M3: Third Transnational Meeting: organised by AMusEd (CY) (Month 15). This meeting will last 2 days. This will be a progressive meeting among the partners. The goals of this meeting to be to present is the current status and main results of the PR's 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 they will contribute to a valuable insight for the future development of the project. This project meeting will at the same time and will be combined with the LTTA. M4: Fourth Virtual Transnational Meeting: organised by FRAME (PL) (Month 23). This will be a progressive meeting among the partners. Goals of this meeting will be to present the current status and main results of the PR's up to that date. Partners will discuss future activities and actions. Further they will discuss and clarify potential issues related to financial issues. M5: Fifth Transnational Meeting (Month 30): This will be the final meeting organized by UNICT and it will take place in Catania (Italy), where partners will meet face to face and discuss the activities that remain before closing the project, the preparation of the final report and also the organisation of the final conference that will be held the following day in Catania, organized by UNICT (IT). It is foreseen that two staff members per partner will participate in each Transnational Project meeting, and preferably the members of the project steering committee.

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	Viksjöfors skola (E10099451 - Sweden)	Second transnational project meeting - TPM2. lead from Viksjöfors skola (SW) - Month 8	Sweden	2022-07	8	5 710
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Third transnational project meeting - TPM3. lead from A.MUS.ED (CY) - Month 16	Cyprus	2023-03	8	5 340
3	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Fifth transnational project meeting - TPM5. lead from UNICT (IT) - Month 30	Italy	2024-05	8	4 970
Total					24	16

020

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

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	2	>= 2000 km	760	1 520
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	2	>= 2000 km	760	1 520
UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	2	>= 2000 km	760	1 520
Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	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

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	2	100 - 1999 km	575	1 150
UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	2	100 - 1999 km	575	1 150
Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	2	>= 2000 km	760	1 520
Viksjöfors skola (E10099451 - Sweden)	Sweden	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

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	2	100 - 1999 km	575	1 150
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	2	100 - 1999 km	575	1 150
Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	2	100 - 1999 km	575	1 150
Viksjöfors skola (E10099451 - Sweden)	Sweden	2	>= 2000 km	760	1 520

Project Management

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

Cost estimations were performed at the application stage, involving in the process all partners. The bottom-up approach has been used for allocating budget cost to each project's activity. Past experience (performing similar tasks) and expert judgment were used to estimate the amount of working days needed for PR's. Thus, no serious deviations from the planned budget cost are to be expected. In the event of substantial cost or schedule overruns, corrective measures will be taken. The coordinator, EM-Th RDE will be responsible for the financial management of the project due to its experience in EU projects. EM-Th RDE as Financial Manager will : 1) prepare the financial templates for the project, 2) provide information and explanations to partners about financial issues, 3) verify eligibility of expenses, 4) monitor the financial reports from partners (one every six months), 5) verify all financial supporting documents submitted by partners (evidence of payments from bank accounts, receives, invoices etc), 6) be responsible for on-time payments to partners and 7) identify any potential financial risk. All partners will also appoint an experienced on Erasmus+ financed projects, Financial Manager, and give the contact details to the coordinator. Their main responsibilities will be: a) monitoring expenses made by the partner's organization, b) keeping all financial evidence (receives, invoices, e.t.c.) c) preparation of financial reports and d) providing all needed financial information or documentation to the coordinator. All the financial information and rules will be delivered through a Financial Management Plan and discussed during the 1st Transnational Project Meeting, to promote a smooth collaboration between the Financial Managers of the consortium and ensure the efficient financial management of the project. In addition, during the 1st Transnational meeting the coordinator will provide a clear time frame for each activity. Timetable, Gantt Chart, workplan, the use of Google Calendar, will be discussed in detail, in order to avoid misunderstandings and common decisions will be taken. Time management will be part of regular monitoring and will be performed throughout the project lifecycle. It will be analyzed if the project is proceeding according to schedule. 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). The Google Calendar, a useful online tool, will be used to schedule all decided activities and duties and avoid missing deadlines. The Meeting Minutes and Action Plan after every meeting (transnational or online), with the common decided adjustments in tasks assignments, according to project's needs, will ensure the accessibility and the visibility of all discussion and decision that partners made during these meetings and help all parties to have a clear vision of what and when it should be done in the next coming periods. Responsible for all updates in timetables, workplan e.t.c., during the project period will be the coordinator. Additionally, the coordinator will send to partners, in an advanced time period, reminders for deadlines (via email). If delays occur the coordinator will notify the partner (via email) accordingly. 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. Communication among partners will be constant in the period of the project implementation.

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

The project consortium consists of 5 partners, each one with specific expertise needed to address the objectives of the specific project. More precisely for each partner: EM-Th RDE (GR), the project coordinator will be responsible for the overall management and coordination of the project. Due to their institutional role, the Regional Authority of Education in Greece, can involve a large number of schools and its teachers in all stages of project's implementation. They will also support the project in technical issues through its Department of Informatics (Website, social media, MOOC platform). Due to their wide network of schools and their experience, they will also lead the Dissemination activities, in cooperation with AMUSED (CY) through its expertise in Graphic Design and Interactive Media. EM-Th RDE will also be the Leader of the MOOC Training (PR4), in cooperation with the Graphical Designer of AMUSED (CY) AMUSED (CY), except for the valuable assistance in the above mentioned tasks, will be the Leader of Digital Repository (PR2) and responsible for the face to face training for teachers, through its experienced staff. UNICT (IT), the Pedagogical Department of the University of Catania, due its great experience in research will be the Leader of the Need Analysis Report (PR1) and guide the consortium during the implementation of the research. It will also contribute to the Disseminations activities by organizing the final conference in Italy. FRAME (PL) will be the Leader of PR3, "The Teacher's Guide on inclusive Education" and responsible for the Quality Assurance, since it has very experienced staff in European projects. Viksjofors scola (SW), will

lead and design the piloting phase. Due to the nature of the organisation (primary school) and its experienced teachers in Erasmus+ projects, similar to SMILE, they can identify and overcome problems that teachers may confront during the piloting of SMILE's outcomes and advise them accordingly. That makes them the most suitable partner for this task. Although every partner leads parts of SMILE's project, all partners will contribute to all tasks of SMILE. All activities and outcomes will be a product of team working and collaboration of the consortium, with experts leading the particular tasks, in order to achieve the best possible products.

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?

The Quality Management Plan (QMP) will be elaborated by FRAME (PO) and reviewed by a Quality Assurance Committee (QAC). The QMP will determine quality procedures, policies, standards and assurance mechanisms relevant to the project. Quality management will be performed throughout the project lifetime, as all partners will adhere to the QMP. The role of QAC is to assist the coordinator in successfully managing the project and will enable partners to an on-going project's formative evaluation achieving continuously optimizing all results. The QA concept will be based on an active intervention, using relevant tools and monitoring questions related to the project development for assessing needs, objectives, target groups, proceedings etc. in order to adapt/improve them whenever required. The QAC will also support partners during the production of their results and the coordinator with the project management, through development/review of questionnaires, development of templates (for project progress reports, meeting reports, correspondent assessment, piloting plans, test reports etc) and with the analysis of the received feedback. The basic areas of interventions are: -controlling of fulfilment of project aims, timetable and general standards of project management including performance of the 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. Following methods/tools will be used during the QM process: interviews, questionnaires, document analysis, observations of the partners during project meetings and partners communications, interaction between partners and the target group, aiming to avoid gaps, delays and loss of resources. The quality of the following project activities and results will be monitored and controlled: 1. Project's Results (PR's) through internal peer-review to ensure the quality of the delivered outcomes. Guidelines and specific peer-review forms will be devised by FRAME in collaboration with the Leader partner of each PR. 2. Project piloting phase: Teachers from Primary and preprimary schools, during the piloting, will evaluate applicability, usability and student's performance in using SMILE's Musical educational tools in class. An evaluation form will be decided between the Leader of the activity and FRAME and after the end of the piloting phase a report will be submitted from FRAME summarizing participant's feedback collected in their countries. 3. Multiplier events. Participants in Multiplier Events will evaluate applicability, transferability, relevance and usability of the PRs. The evaluation forms will be devised by FRAME. Each partner will collect and summarize its participant's feedback and FRAME will develop an overall evaluation report for the consortium. 4. Project management and coordination. Partners will evaluate the internal management processes through conducted Surveys before preparing semi-annual reports. Moreover, each transnational meeting will be evaluated for its effectiveness and its impact on planning and execution of the project activities. Evaluation questionnaires will be developed by FRAME and filled in by meeting participants at the end of each meeting. 5. Project dissemination. FRAME will evaluate the scope of dissemination activities and their impact on the project target group via the 6 month dissemination progress reports received from the dissemination leader. The actual number of stakeholders reached will be compared with the threshold established in QMP.

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

The Quality Assurance (QA) manager who will be appointed from FRAME team to coordinate and supervise the project quality management, namely: Marta Kędzia - certified Project Management Professional (PMP). For many years she has been managing various types of projects, being responsible for assuring high quality of the processes and results (by providing ways of measuring the progress and success of the project throughout its development and at the completion). This experience together with being also an external evaluator in Erasmus+ projects makes her the right person to be the Evaluation and QA manager in this project. She will elaborate a Quality Management Plan (QMP) which will be reviewed by a Quality Assurance Committee (QAC), composed of two selected qualified persons from each partner's organisation. One expert in the educational issues addressed in the project, appointed to monitor all outcomes and PRs and one member with previous experience in project's implementation and management, appointed to monitor management/dissemination/exploitation issues. FRAME will conduct 5 internal formative Quality Management

Evaluations, one every 6 months. Thus following activities will be evaluated and monitored as mentioned: -Project results: The Internal peer-review of each Project result will be conducted after the finalization of each Project Result, in total 4 evaluations will take place in months: M4, M12, M17 and M30. Additionally, in the same period each partner will send questionnaires, prepared from FRAME, to its focus group, to evaluate the PRs, and to proceed with improvements according to their feedback. -Project piloting phase: The feedback will be collected from participants right after the end of the pilot phase. Each partner will collect the feedback of the participants of its country and Frame will then summarize them and establish a final report in month M20. -Multiplier events (ME): Evaluation of ME from participants. The evaluation forms will be devised by FRAME. The partners will prepare reports after the end of the ME (GR, CY, PL and SW in M29 / IT in M30) and FRAME will then summarize and develop an overall evaluation report for the Partnership. Month M30. -Project management and coordination: Evaluation of the internal management processes will be conducted through surveys twice a year, right before preparing semi-annual reports. Additional evaluation of each Transnational Project Meeting through survey (5 in total, M1, M8, M16, M22 and M30). Evaluation questionnaires will be developed by FRAME and filled in by partners' participants after the end of each meeting. -Project dissemination: FRAME will evaluate every 6 month the scope of dissemination activities and their impact on the project target group, through the dissemination progress reports received from the dissemination leader.

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 will 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 - automatic reminders from online tool Google Calendar 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 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 results - 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 requested from the Greek 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 resolvment may take place in different levels of intervention from: 1) Project Coordinator, 2) Steering Committee (by voting), if requested by the parties, 3) the Greek National Agency officer, if requested by the parties 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?

SMILE project aims to provide teachers with a practical framework and examples of best practice to assist them in meeting the challenges of inclusion and diversity in education. During SMILE's implementation teachers will come familiar with an innovative pedagogical tool, the power of Music, for achieving inclusive education and acquire the knowledge and the competencies on how to use music in their Multicultural classes. SMILE will produce: PR1 Need analysis Survey A transnational research concerning the relationship of teachers with music, their attitude towards the use of music as a tool for inclusive education and the techniques they use in their classrooms PR2 Digital Repository A digital repository of songs, activities, methods, examples that can be used as an educational tool for inclusive education. The repository will also list activities, instructions, lesson plans and music techniques that will help teachers integrate music effectively in their daily teaching. PR3 Teachers' Guide This guide will include research done that proves the relevance and importance of music in intercultural learning and inclusive education. Further, it will include information about inclusive education. The results of the PR1 Need analysis report will be taken into account and also instruction will be given regarding the use of the collected material in the PR2 Digital repository. ACTIVITY 1 Teacher's Training The training will focus on ways to use music in their daily teaching as a pedagogical tool for social inclusion. These participants will be SMILE's focus group to evaluate PR3 Teachers' Guide and PR2 Digital Repository. Piloting Phase It will be conducted after the completion of PR1, PR2 and PR3 according to the instructions described (PR3 Teacher's Guide) and using the material (PR2 Digital Repository) proposed. At least 3 activities that will be implemented in their classroom will be recorded, and presented as good practices in the PRs. PR4 SMILE MOOC The development of an online training designed as MOOC will be developed as the final Project Result, giving the chance to more teachers, among Europe and beyond, to be trained on how to use music in their multicultural classes, in terms of inclusive education. Dissemination The aim of the dissemination activities is to maximize publicity, transparency and proliferation of project results in order to ensure maximum impact and wide-spreading public outputs and outcomes towards our target users and wide public. As already justified all project activities are in line with the objective set for this project which are divided at two parts: a. Firstly, the main goal of this project is to provide teachers of pre primary/ primary schools new knowledge, key competences and ready to use educational material to effectively use music as a didactic and pedagogical tool for inclusive education. Teachers will: -Acquire a new knowledge delivered from SMILEs Teacher's Guide -Provided with education material and ready to use tools, from SMILEs Repository, in order to incorporate them in their teaching. - Acquire skill and key competencies and develop digital skills by attending SMILEs Training and SMILEs MOOC - Increasing awareness on effective integration of music in inclusive education among EU citizens achieved with Dissemination activities -Personal development on a European level. b.Secondary, the final beneficiaries of this project will be students from diverse cultural needs. The proposed tools for inclusive education will be provided from the SMILE project (Teacher's Guide, Repository, MOOC) for inclusive teaching. SMILE will contribute to: -Raise achievement of all learners to typical classroom structure and curriculum -Incorporate inclusive tools into learning processes so as to make these practices sustainable in the longer term. -Preventing early school leaving. -Promote learner voice by the improved social skills of learners -Celebrate and respect diversity and multiculturalism

How will you communicate and cooperate with your partners?

The project coordinator EM-Th RDE is responsible for the implementation of all tasks of project management. The working language of the consortium will be English. Main tool 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. e)Whatsapp group - partners can directly communicate in case of emergency through the messages on whatsapp The effective cooperation between partners will be assured by the following measures: - all persons involved in the project implementation will be in a regular email contact; - each partner will appoint a contact person accountable to the coordinator for a correct implementation 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, analyse workflow, timeplan and the on-time delivery of outputs. Organisation of 5 Transnational Project Meetings (three face to face and two virtual ones and a one day meeting during the Final Conference)

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

We plan to further develop project links via E-twinning. The Consortium will work together in order to present the project's results through a Learning Event created on E-twinning. 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 e-twinning team, is 200 people. Teachers will be able to access the training course, created on PR4 on the School Education Gateway offered as an on-line course. The course will be entirely free and will be organized as a MOOC-type course, allowing everyone to join. The course 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. However, this will play a vital role on the dissemination as well as on the sustainability of the project's outcomes. Both websites have high participation 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 SMILE Framework 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	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Report of Need Analysis	01-12-2021	31-03-2022	17480
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Digital Repository	01-03-2022	30-11-2022	40620
3	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Teacher's Guide on using music in inclusive education.	01-11-2022	30-04-2023	29450
4	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	SMILE MOOC	01-08-2023	31-05-2024	53430

Project Results Details (1)

Result ID	1
Result Title	Report of Need Analysis
Result Leading Organisation	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>The aim of the report is to analyse the situation of the teachers who have students coming from different cultural backgrounds in their classes and identify the challenges and problems they may face in their daily teaching process, not only in physical classes, but also in virtual classes environments, issue that arises due the covid19 pandemic. Specifically, the need analysis report will focus on their knowledge and indicators of their needs (skills, competencies and educational material) for using music as a pedagogical tool to promote inclusive education. The report will be based on desk and field research done by each partner. The report will review the current situation in order to produce further outcomes, which will be adjusted to the knowledge and needs of the target group and support them most effectively in their teaching . The target group will be primary and preprimary teachers from partners' countries having students coming from different cultural backgrounds in their classes. The innovative element of the Need Analysis Report is that it examines specifically the teacher's level of music knowledge as well as their relationship to music and it focuses on their capability in using music for inclusive education. Further, it examines teacher's digital skills and their readiness to use digital tools in virtual classrooms, a new challenge that teachers face due the Covid19 pandemic.</p>
Result Type	Studies / analysis – Research study / report
Please describe the division of work, the tasks leading to the production of the result and the applied methodology	<p>PR1-A1.: Definition of the methodology and action plan. (M1-M2) The research will be based on statistical analysis and case studies. The Leader partner, UNICT (IT), is experienced in conducting research and will give the guidelines regarding methodology and tools to the partners. They will also establish an action plan which will be finalized after discussion with the partners. About 100 teachers of preprimary and primary schools are foreseen to participate in this research (about 20 teachers from each partners' country). An online survey will be used to conduct the research which will be translated into partners' languages. PR1-A2.: Data analysis. (M2-M3). Each partner will distribute the survey to teachers in their country and collect the data. Each partner will develop a small report regarding the survey from his country in English language and he will promote the collected data, in English, to the leader partner. PR1-A3.: Final research report. (M3-M4) After collecting all data and country reports from partners, UNICT (IT) will prepare the final research report in English. After internal evaluation, the final report will be finalized and translated into the partner's language.</p>

Result Production Start Date (dd-mm-yyyy)	01-12-2021
Result Production End Date (dd-mm-yyyy)	31-03-2022
Result Languages	English , Greek , Italian , Polish , Swedish
Result Media	Text , Text File , Database
Result Participating Organisations	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece) , A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus) , Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland) , Viksjöfors skola (E10099451 - Sweden)

Project Results Budget (1)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	0	2055	510	0	2565
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	2055	510	0	2565
3	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	0	5350	1620	0	6970
4	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	0	1110	275	0	1385
5	Viksjöfors skola (E10099451 - Sweden)	0	3615	380	0	3995
Total		0	14185	3295	0	17480

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Teachers/Trainers/Researchers	15	137	2055
2	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Technicians	5	102	510
Total				20		

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	15	137	2055
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Technicians	5	102	510
Total				20		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Teachers/Trainers/Researchers	25	214	5350
2	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Technicians	10	162	1620
Total				35		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Teachers/Trainers/Researchers	15	74	1110
2	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Technicians	5	55	275
Total				20		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöfors skola (E10099451 - Sweden)	Sweden	Teachers/Trainers/Researchers	15	241	3615
2	Viksjöfors skola (E10099451 - Sweden)	Sweden	Technicians	2	190	380
Total				17		

Project Results Details (2)

Result ID

2

Result Title

Digital Repository

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)

SMILE project plans to create a digital repository with material and activities based on music, that could be used during the integration of music in teaching multicultural students, in terms of inclusion education. The material could be a collection of traditional, children's and pop songs, traditional instruments, free online educational musical tools for promoting inclusion, examples of good practices, examples of lesson plans, examples of teaching techniques, instructions on how to include music in formal or informal education etc. The repository will be developed according to the results of the Needs Analysis Report (PR1) and its content will be easy to use, even from teachers with no previous music skills or knowledge. The repository will be analyzed and categorized in a friendly to use environment, and its content intends not only to be ready to use material but also to inspire teachers to create their own activities. The target group is teachers from preprimary and primary schools, teaching in multicultural classes. The PR2 activities will be developed from all partners in collaboration with people specializing in social inclusion and music, with AMusEd (CY), being the Leader of this Project Result.

Result Type

Learning / teaching / training material – Toolkit

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

PR2-A1.: Definition of Methodology and Graphical Design of the Digital Repository (M4-M5) The Leader partner (AMusEd / CY) will propose the methodology for collecting material and resources based on music, and it will be defined in collaboration with the consortium. An Action plan will be established and it will be revised with partners. During this activity also the Graphical Design of the Digital Repository will be determined. PR2-A2.: Collection of material and resources (M5-M9) The Leader partner will propose templates and they will be revised according to partners' comments. Partners will search and collect materials and resources from their country and abroad (e.g. collection of traditional, kids and pop songs - some will be translated into English or to local language; traditional instruments; free online educational musical tools promoting inclusion; etc) PR2-A3.: Listing of material and resources (M9-M10) All collected material will be classified in the Digital Repository and proposed activities will be given to be applied both in physical and digital classrooms. The Leader of PR2 will closely cooperate mainly with EM-Th RDE and its Department of Informatics to create a user-friendly and easy to find repository. PR2-A4.: Assessment of digital repository (M11) The repository will be evaluated internally from all partners

	and also from the focus group of preprimary and primary teachers. PR2-A5.: Finalizing digital repository (M12) During the final task, the digital repository will be revised, corrected and completed according to the received feedback and finalized. Moreover, the content of the repository will be translated in partner's language (wherever it is possible), and uploaded on SMILE's official website.
Result Production Start Date (dd-mm-yyyy)	01-03-2022
Result Production End Date (dd-mm-yyyy)	30-11-2022
Result Languages	English , Greek , Italian , Polish , Swedish
Result Media	Database , Collection , Text File , Video , Interactive Resource
Result Participating Organisations	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece) , UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy) , Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland) , Viksjöfors skola (E10099451 - Sweden)

Project Results Budget (2)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	0	5480	1020	0	6500
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	6850	2040	0	8890
3	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	0	8560	1620	0	10180
4	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	0	2960	550	0	3510
5	Viksjöfors skola (E10099451 - Sweden)	0	9640	1900	0	11540
Total		0	33490	7130	0	40620

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Teachers/Trainers/Researchers	40	137	5480
2	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Technicians	10	102	1020
Total				50		

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	50	137	6850
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Technicians	20	102	2040
Total				70		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Teachers/Trainers/Researchers	40	214	8560
2	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Technicians	10	162	1620
Total				50		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Teachers/Trainers/Researchers	40	74	2960
2	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Technicians	10	55	550
Total				50		

Project Results Budget Details (2)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöfors skola (E10099451 - Sweden)	Sweden	Teachers/Trainers/Researchers	40	241	9640
2	Viksjöfors skola (E10099451 - Sweden)	Sweden	Technicians	10	190	1900
Total				50		

Project Results Details (3)

Result ID

3

Result Title

Teacher's Guide on using music in inclusive education.

Result Leading Organisation

Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)

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

A culturally inclusive classroom is one where students and teachers can recognise, appreciate and capitalise on diversity so as to improve the overall educational process. This Teachers' Guide will be a compendium of knowledge in order to help teachers of preprimary and primary schools to integrate music in their teaching procedure and successfully use music as a pedagogical tool for inclusive education. The final content of the Teacher's Guide will be determined according to the needs of teachers, which will be identified in the Need Analysis Report (PR1). The Teacher's Guide content will be simple, easy to understand (even from teachers with no musical education) and its chapters will include, basic theoretical knowledge of Music, examples and historical facts that indicate the power of music, music's multicultural impact (as it is the only art that uses non verbal communication), strategies and methodological guidelines for teachers on how to integrate music into their daily teaching process, good practices and school experiences related with music, instruction on how the use the collected material in the Digital repository PR2, etc. The added value of this project result is that the Teacher's Guide will introduce to teachers a innovative educational and pedagogical tool, easy and simple to use, but with great power, which could mobilize them and their students to understand and appreciate each other, have a lot of fun and transform their multicultural class into a harmonic working-together group. Once teachers realize that using music in their teaching does not presuppose extraordinary knowledge and competencies and that using music does not mean necessary to make extra efforts, in order to accomplish a positive class environment, in terms of inclusive education, they will appreciate music and adopt it in their daily teaching routine. In terms of transferability, the Teacher's guide will outline the basic elements that teachers need to integrate music into the learning process and with the presented examples, teachers will be able to improvise and implement their own ideas based on music.

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

PR3-A1.: Definition of content of Teacher's Guide and Graphical Design (M12) The Leader partner, FRAME will distribute his proposal about the content of Teachers Guide among the partners and after brainstorming discussion the content will be defined. An action plan will be established and revised with partners. The results of the (PR1) Need analysis report will be taken into

account and also instructions for the use of the collected material in the Digital repository (PR2) will be given. The graphical design of the Teacher's Guide will be also defined in term to be reader friendly and easy to use. PR3-A2.: Desk research of theoretical studies and school experiences (M13) A desk research of theoretical studies and school experiences will be conducted from all partners on the importance of music integration for inclusive education. Guidelines and templates will be given from the Leader of this PR3. PR3-A3.: Development of Teacher's Guide (M13-M15) All partners will contribute to develop the Teacher's Guide. Templates will be prepared and distributed among partners and division of work will be decided. PR3-A4.: Assessment of Teacher's Guide (M16) The assessment will be double folded. One internal evaluation from all partners and also a testing of the Guide by the partners' focus group of teachers, regarding usefulness, transferability, practicality, functionality and adequacy. The Teacher's Guide will be revised according to the received feedback. PR3-A5.: Finalization (M17) The Teacher's guide will be finalized in the English version and will then be translated into the partner's language.

Result Production Start Date (dd-mm-yyyy) 01-11-2022

Result Production End Date (dd-mm-yyyy) 30-04-2023

Result Languages English , Greek , Italian , Swedish , Polish

Result Media Book

Result Participating Organisations Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece) , A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus) , UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy) , Viksjöfors skola (E10099451 - Sweden)

Project Results Budget (3)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	0	4110	510	0	4620
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	4110	510	0	4620
3	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	0	6420	810	0	7230
4	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	0	3700	1100	0	4800
5	Viksjöfors skola (E10099451 - Sweden)	0	7230	950	0	8180
Total		0	25570	3880	0	29450

Project Results Budget Details (3)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Teachers/Trainers/Researchers	30	137	4110
2	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Technicians	5	102	510
Total				35		

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	30	137	4110
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Technicians	5	102	510
Total				35		

Project Results Budget Details (3)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Teachers/Trainers/Researchers	30	214	6420
2	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Technicians	5	162	810
Total				35		

Project Results Budget Details (3)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Teachers/Trainers/Researchers	50	74	3700
2	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Technicians	20	55	1100
Total				70		

Project Results Budget Details (3)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöfors skola (E10099451 - Sweden)	Sweden	Teachers/Trainers/Researchers	30	241	7230
2	Viksjöfors skola (E10099451 - Sweden)	Sweden	Technicians	5	190	950
Total				35		

Project Results Details (4)

Result ID 4

Result Title SMILE MOOC

Result Leading Organisation Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)

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

Massive Open Online Courses (MOOCs) as they are called internationally, are one of the most important instrument in online education in recent years. The influence of MOOCs is demonstrated by statistics that indicate the high participation of trainees. For better dissemination of the project results on teachers as primary target groups as well as students among Europe and beyond, as final beneficiaries, the consortium decided to offer an online MOOC type training. The consortium aims to reach teachers among Europe and beyond and give them the opportunity to be educated in an asynchronous environment. After experiencing covid19, and the extended use of digital classroom environments, we strongly believe that online training offers the opportunity to more people around the world to find more opportunities in educational material. For this reason, the consortium decided to offer a MOOC for teachers training. This online training will reach a great number of teachers around Europe and beyond, so it will have a great impact on the transferability potential of the project results. On the other hand, it will give a first hand experience to the trainee teachers to see how a digital classroom can work with students and give them the opportunity to apply the experienced methods in their digital classrooms. As mentioned before the online training will be uploaded on the School Education Network which will also contribute to the better dissemination of the project. Also, a link of the MOOC training will be listed on the SMILE website. The training and assessment will be held in English language.

Result Type Open / online / digital education – Massive Open On-line Course (MOOC)

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

EM-Th RDE(GR) will provide the organization of the creation phases of the MOOC, the necessary techniques knowledge, the supply of video editing software and all partners will have access and they will contribute to all the items of the production. The Production of the fourth project results will consist of 5 tasks: PR4-A1 Pre-production stage (M21-M22) It is one of the most important stages since the whole MOOC is organized in it. EM-Th RDE(GR) will lead this task and other partners will contribute. This task includes the following topics: -Defining the characteristics of the course. In this section, program partners should list the MOOC features they will develop such as course title, course duration, course summary and start and end dates. -Lesson structure. In this section partners will list items such as the sections and subsections that will be included in the course as well as the

specification of the educational content in each of them. -Defining the scenario of the course promotion video. Each lesson that will go online will have a short video lasting a few minutes (from 1 to 3) through which the basic elements of the lesson will be presented so that the user can decide if this is the right lesson to attend. PR4-A2 Production (M23-M26) Development of the content of the elearning platform EM-Th RDE(GR) will lead this task and other partners will contribute. -At this stage, the recording of the audiovisual material that will be used later to create the set of videos that will make up the lesson. To record videos, it can be used from the camera of a mobile phone to professional cameras. -At this stage all the partners will contribute to the production of the appropriate material (videos, pdf, presentations, power points, e.t.c.) that will be based on the Teachers' guide and the experience gained from the Training and Piloting phase. Each partner will invite a team of experts to contribute to the project at this stage. PR4-A3 Assessment (M27-M28) The EM-Th RDE(GR) in collaboration with the QM FRAME (PL) will develop an evaluation template. An internal evaluation from all partners will occur at this stage as well as a testing by the partners' focus group of teachers regarding usefulness and transferability. MOOC will be revised according to the received feedback. PR4-A4 Finalization of the online, asynchronous course (M29) EM-Th RDE(GR) in collaboration with the involved partners 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. PR4-A5 Delivery of MOOC to the general public (M30) Once the process of creating the Videos that will make up the MOOC has been completed and the material that will accompany the various sections will be gathered, the partners will decide on the platform on which it will host the MOOC so that those interested can access it. Additionally, teachers from different countries will be able to access the training course, created on PR4 on the School Education Gateway offered as an on-line course. The course will be entirely free. The course 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. This action will play a vital role on the dissemination as well as on the sustainability of the project's outcomes.

Result Production Start Date (dd-mm-yyyy)	01-08-2023
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Result Production End Date (dd-mm-yyyy)	31-05-2024
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Result Languages	English
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Result Media	Video , Software , Network , Internet
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Result Participating Organisations	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus) , UNIVERSITA DEGLI STUDI DI
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CATANIA (E10208915 - Italy) , Fundacja Rozwoju Aktywnosci
Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland) ,
Viksjöfors skola (E10099451 - Sweden)

Project Results Budget (4)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	0	9590	3060	0	12650
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	0	8220	2040	0	10260
3	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	0	10700	1620	0	12320
4	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	0	3700	550	0	4250
5	Viksjöfors skola (E10099451 - Sweden)	0	12050	1900	0	13950
Total		0	44260	9170	0	53430

Project Results Budget Details (4)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Teachers/Trainers/Researchers	70	137	9590
2	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	Technicians	30	102	3060
Total				100		

Project Results Budget Details (4)

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	60	137	8220
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Cyprus	Technicians	20	102	2040
Total				80		

Project Results Budget Details (4)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Teachers/Trainers/Researchers	50	214	10700
2	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Italy	Technicians	10	162	1620
Total				60		

Project Results Budget Details (4)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Teachers/Trainers/Researchers	50	74	3700
2	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Poland	Technicians	10	55	550
Total				60		

Project Results Budget Details (4)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Viksjöfors skola (E10099451 - Sweden)	Sweden	Teachers/Trainers/Researchers	50	241	12050
2	Viksjöfors skola (E10099451 - Sweden)	Sweden	Technicians	10	190	1900
Total				60		

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	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Presenting SMILE in Greece.	2024-04-01	2024-04-30	2300.0
2	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)	Presenting SMILE in Cyprus.	2024-04-01	2024-04-30	2300.0
3	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)	Presenting SMILE in Poland.	2024-04-01	2024-04-30	2300.0
4	Viksjöfors skola (E10099451 - Sweden)	Presenting SMILE in Sweden.	2024-04-01	2024-04-30	2300.0
5	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)	Final conference in Italy	2024-05-01	2024-05-31	5450.0
					14650.0

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 SMILE in Greece.
Event Leading Organisation	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)
Country of Venue	Greece
Event Description (Including: Targets groups and objectives)	<p>A Multiplier Event will be planned to present the SMILE project and to engage the target groups with the outcomes developed. Particularly, it aims to disseminate and discuss the outcomes of the following Project's Results: PR1: Need Analysis Report PR2: Digital Repository PR3: Teacher's Guide on using music in inclusive education PR4: SMILE MOOC An important aspect of the roundtable will be to inform and explain the methodology to participating teachers of how to achieve the integration of music in multicultural classes and which strategies to use to introduce music for inclusive education. Teachers will have the opportunity to discuss in detail how they can implement the proposed activities in their classrooms. Teachers who participated in the training and the pilot phase of SMILE, will be invited to share their experience with the stakeholders and encourage them to use the resources of SMILE's project and to attend the online course. EM-Th RDE (GR) will be responsible for planning and implementing this Multiplier Event in Greece. Taking advantage of the tools for online conferences, and as an effort to promote digital learning, the event will be blended, accommodating people in person and online, in order to give the opportunity to more people to attend at the event.</p>
Event Start Date (dd-mm-yyyy)	2024-04-01
Event End Date	2024-04-30

(dd-mm-yyyy)

Project Results
Covered

Project Results Details (1)
Project Results Details (2)
Project Results Details (3)
Project Results Details (4)

Event other
Participating
Organisations

Multiplier Events Budget

Event ID	1
Organisation	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - 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	2
Event Title	Presenting SMILE 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)	<p>A Multiplier Event will be planned to present the SMILE project and to engage the target groups with the outcomes developed. Particularly, it aims to disseminate and discuss the outcomes of the following Project's Results: PR1: Need Analysis Report PR2: Digital Repository PR3: Teacher's Guide on using music in inclusive education PR4: SMILE MOOC An important aspect of the roundtable will be to inform and explain the methodology to participating teachers of how to achieve the integration of music in multicultural classes and which strategies to use to introduce music for inclusive education.</p> <p>Teachers will have the opportunity to discuss in detail how they can implement the proposed activities in their classrooms. Teachers who participated in the training and the pilot phase of SMILE, will be invited to share their experience with the stakeholders and encourage them to use the resources of SMILE's project and to attend the online course. A.MUS.ED will be responsible for planning and implementing this Multiplier Event in Cyprus. Taking advantage of the tools for online conferences, and as an effort to promote digital learning, the event will be blended, accommodating people in person and online, in order to give the opportunity to more people to attend at the event.</p>
Event Start Date	2024-04-01

(dd-mm-yyyy)	
Event End Date (dd-mm-yyyy)	2024-04-30
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3) Project Results Details (4)
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 SMILE in Poland.
Event Leading Organisation	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)
Country of Venue	Poland
Event Description (Including: Targets groups and objectives)	<p>A Multiplier Event will be planned to present the SMILE project and to engage the target groups with the outcomes developed. Particularly, it aims to disseminate and discuss the outcomes of the following Project's Results: PR1: Need Analysis Report PR2: Digital Repository PR3: Teacher's Guide on using music in inclusive education PR4: SMILE MOOC An important aspect of the roundtable will be to inform and explain the methodology to participating teachers of how to achieve the integration of music in multicultural classes and which strategies to use to introduce music for inclusive education.</p> <p>Teachers will have the opportunity to discuss in detail how they can implement the proposed activities in their classrooms. Teachers who participated in the training and the pilot phase of SMILE, will be invited to share their experience with the stakeholders and encourage them to use the resources of SMILE's project and to attend the online course. FRAME (PL) will be responsible for planning and implementing this Multiplier Event in Poland. Taking advantage of the tools for online conferences, and as an effort to promote digital learning, the event will be blended, accommodating people in person and online, in order to give the opportunity to more people to attend at the event.</p>

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) Project Results Details (4)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	3
Organisation	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)
Country of the Organisation	Poland
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	Presenting SMILE in Sweden.
Event Leading Organisation	Viksjöfors skola (E10099451 - Sweden)
Country of Venue	Sweden
Event Description (Including: Targets groups and objectives)	<p>A Multiplier Event will be planned to present the SMILE project and to engage the target groups with the outcomes developed. Particularly, it aims to disseminate and discuss the outcomes of the following Project's Results: PR1: Need Analysis Report PR2: Digital Repository PR3: Teacher's Guide on using music in inclusive education PR4: SMILE MOOC An important aspect of the roundtable will be to inform and explain the methodology to participating teachers of how to achieve the integration of music in multicultural classes and which strategies to use to introduce music for inclusive education.</p> <p>Teachers will have the opportunity to discuss in detail how they can implement the proposed activities in their classrooms. Teachers who participated in the training and the pilot phase of SMILE, will be invited to share their experience with the stakeholders and encourage them to use the resources of SMILE's project and to attend the online course. Viksjöfors skola (SW) will be responsible for planning and implementing this Multiplier Event in Sweden. Taking advantage of the tools for online</p>

	conferences, and as an effort to promote digital learning, the event will be blended, accommodating people in person and online, in order to give the opportunity to more people to attend at the event.
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) Project Results Details (4)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	4
Organisation	Viksjöfors skola (E10099451 - 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	5
Event Title	Final conference in Italy
Event Leading Organisation	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)
Country of Venue	Italy
Event Description (Including: Targets groups and objectives)	<p>This is a final multiplier conference that will be held in month 30. This event's main aim is to maximize the impact of the results achieved during the project implementation. The conference will last one day and it will be combined with the final transnational meeting of the consortium. The final conference targets the international dissemination of the project, so that the partners will present as speakers and some international guests will also be invited as guest speakers. Particularly, it aims to disseminate and discuss the outcomes of the following Project's Results: PR1: Need Analysis Report PR2: Digital Repository PR3: Teacher's Guide on using music in inclusive education PR4: SMILE MOOC An important aspect of the conference will be to inform and explain the methodology to participants of how to achieve the integration of music in multicultural classes and which strategies to use to introduce music for inclusive education. Participants will have also the opportunity to discuss in detail how they can implement the proposed activities in their classrooms. Teachers who participated in the training</p>

and the pilot phase of SMILE, will be invited to share their experience with the stakeholders and encourage them to use the resources of SMILE's project and to attend the online course. The participants in the conference will have an opportunity to familiarise themselves with SMILE, and project results, as well as attend the discussion and workshops. In the closing of the event there will be a session dedicated to the evaluation of the project outcomes. A report will be elaborated summarizing the activities of the Final conference and outcomes will be published on the website of the project.

Event Start

Date (dd-mm-yyyy)

2024-05-01

Event End Date
(dd-mm-yyyy)

2024-05-31

Project Results Covered

Project Results Details (1)
Project Results Details (2)
Project Results Details (3)
Project Results Details (4)

Event other Participating Organisations

Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)
A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 - Cyprus)
Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)
Viksjöfors skola (E10099451 - Sweden)

Multiplier Events Budget

Event ID	5
Organisation	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 - Italy)
Country of the Organisation	Italy
Local Participants	40
Foreign Participants	5
Participants in virtual events	30
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	5450.0

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	Teacher's Training	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD (E10060645 Cyprus)	Cyprus	2023-03	18	0	17588

Background Information

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

SMILE introduces music as an effective tool to inclusive teaching methods. The Training activity as described at Activity 1 is crucial for the implementation of the SMILE project. Although it is very important for the transnational character of the project and for its better dissemination, it will also give the opportunity to the teachers of partner countries to experience the activities that have been developed in the project (SMILE Teacher's Guide, SMILEs Repository) and they will be familiarized with the ideas on how they will use these activities in national context. It is vital that before implementing the pilot trials, members of the project and their teachers become familiarized with all the activities, the learning material and the guidelines of the project. SMILE aims - amongst others- to develop a multicultural and more inclusive educational approach. The purpose of the Training is to bring educators from different backgrounds and test the Project Results under real learning conditions. The actual training will provide to the consortium the opportunity to test if inclusive teaching can also be achieved through the proposed activities. Furthermore, the experience of the educators, teachers and school leaders issued from the learning activities will be valuable for the team working on project improvements and the implementation of PR4 SMILE MOOC. During the training teachers from all partner countries will have the opportunity to experiment with the art of music and general music practices and help them understand better the connection of music with inclusive education and its effectiveness when applied in teaching. They will be able to get information, instructions, ideas and a very useful tool for their classrooms. More analytically teachers participating will: -Acquire a new knowledge delivered from SMILEs Teacher's Guide -Provided with education material and ready to use tools, from SMILEs Repository, in order to incorporate them in their teaching. -Acquire skill and key competencies and develop digital skills by attending SMILEs Training and SMILEs MOOC -Increasing awareness on effective integration of music in inclusive education among EU citizens -Personal development on a European level. They will also 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 PRs during the training activity and give their feedback both for the training and the PRs. After the completion of this activity, the training will continue, for participants in digital form, as a MOOC type training, where the teachers who participate will have to attend certain modules and get assessed in order to gain their badges. This training will be based on the PR1, 2 and 3 and will get into detailed analysis of the need for integration of music in learning procedures as well as its use for implementing inclusive education approaches in the classroom. The MOOC style of the training will give the opportunity to all trainees to access the modules any time, complete the training at their own pace and also be able to review the new knowledge gained so they feel more comfortable in implementing it.

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 in the training will be teachers working in Pre Primary or Primary school, selected from the network of each partner's country. The selection procedure will be conducted and the selection criteria will be identified and developed among the consortium. A selection committee will be set up in each partner organization to supervise the selection procedure. The coordinator EM-Th RDE will suggest making an open invitation for all members of the institutions, to register with an application containing their individual details and the reasons they wish to participate. Each mobility beneficiary must have a very good level of knowledge of English and a formal agreement or contract with the sending organisation. Moreover their responsibility towards the organizations will be their participation in the piloting and in dissemination events of PR's. All necessary arrangements (like insurance contracts) will be handled by each sending organisation to ensure participants' safety. The responsible partners of the training (AMusEd) 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. 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 organisations 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. - Health 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 TC: welcome of 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, contact numbers of the support staff, division of clear responsibilities among leaders. - During the TC daily reflection/evaluation activity, the participants have the chance to point out 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 TC 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?

Recognition of the learning outcomes will be provided to the participants in the Training Activity organised from AMusEd (CY) at Cyprus in Month 16 of the project. After completing the training and assessments on the platform the participants will be able to gain an Open Badge for completing this course. A Certificate with distinct mention of the learning outcomes will be provided to the participants by the organizing partner. A Certificate will also be issued for the teachers what will be involved at the Piloting phase. Additionally the partnership will provide a Europass certificate to the participants in the Training Activity for certifying the competencies gained from the training courses. The Europass was established by the European Union to assist European citizens in making their skills and qualifications clearly and easily understood throughout Europe.

Activity Details (Teacher's Training)

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	Teacher's Training
Activity Description (including profile of participants per organisation, goals and results of the activity)	<p>This LTT activity will be held in Cyprus in Month 16 of the project. The organiser partner is AMusEd (CY). Twenty five primary school teachers will participate in this training. Each partner will select five teachers from its network of primary and preprimary schools to participate in the face to face training. These participants will be trained from the music experts, language teachers and sociologists who specialise in inclusive education. The training will focus on ways to use music in their daily teaching as a tool for inclusive teaching. Furthermore, those participants will be SMILE's focus group to evaluate PR3 Teachers' Guide and PR2 Digital Repository. They will also participate in the piloting phase, in order to evaluate the obtained knowledge and practices</p>

in a real class scenario. In addition, for dissemination purposes those teachers will be asked to share their new knowledge and experience during the multiplier events. Furthermore, the teachers involved in the training will contribute at the dissemination of the project as ambassadors focusing not only on sharing their own experience but also for the online training that will be developed (PR4). Further, through this training activity, a lot of examples and activities will be recorded to become part of the MOOC, which will contribute to the effectiveness of the online training. The training will be developed in 5 stages as follows: 1) The presentation of the general objectives and goals of the project, 2) Training on the basic elements connected to music to its multicultural dimension. This will have the form of a workshop where the participants will experience the music in various forms and will understand the concept of the training. This will help the trainees to break any possible barriers of expressing themselves and experiencing new forms of art thus will reinforce their confidence to apply these methods in the classroom. 3) Introduction on research that highlights the impact of music into the development of a more multicultural approach and acceptance of others. 4) Workshop on some parts of the training modules. This will be a training where the participants will be challenged to explore the methods applied for inclusive education. This will help them to understand and experience how their classroom will look like and how their students will possibly react with the proposed activities. 5) Feedback and discussion. Trainees will discuss their experience and give the feedback to the trainers, a procedure that will help the consortium develop the further PRs. Stages 1, 2 & 3 focus on theoretical issues, based on SMILE's Teacher's Guide and Repository, and provide teachers with substantial knowledge both in music and inclusive education. Stage 4 and 5 focus on practical issues, aiming to train the teachers on how to implement the activities in classrooms, as well as to observe and practice innovative methods in their teaching routines. Stage 5 aims to provide the trainers and the consortium important and fruitful information that will affect the future development of the project, especially the design of the SMILE MOOC training (PR4). Through this training activity the consortium foresees the following results: -Teachers will learn how to integrate music in their daily teaching routines. -How to use music, even when the teacher has no previous music knowledge -Teachers will get acquainted with the proposed strategies and activities -Teachers will be able to create their own activities based on music Teachers who participate in this activity will have the opportunity to have a more detailed and in depth training through the MOOC, which will include more modules and more activities to be applied in the real classroom environment. The training aims not only to the training of the teachers from the partner countries but also to the future effective development of the project, to which the feedback of the trainees will contribute.

Country of Venue

Cyprus

Start period	2023-03
End period	2023-03
Duration (days)	6
Participating Organisations	E10199519 , E10208915 , E10144172 , E10099451

Activity Budget

Budget Items	Grant
Travel Support	6 140
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	11 448
Inclusion Support	0
Linguistic Support	0
Total Activity Grant	17 588

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	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Staff	5	0	4	<input type="checkbox"/>	500 - 1999 km	2	6	4555
2	UNIVERSITA DEGLI STUDI DI CATANIA (E10208915 -	Staff	5	0	4	<input type="checkbox"/>	500 - 1999 km	2	6	4555

Italy)										
Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (E10144172 - Poland)										
3	Staff	5	0	4	<input type="checkbox"/>	2000 - 2999 km	2	6	4980.0	
Viksjöfors skola (E10099451 - Sweden)										
4	Staff	3	0	4	<input type="checkbox"/>	3000 - 3999 km	2	6	3498	

Group 1

Group Budget Summary

Budget Items	Grant
Travel Support	1 375
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	3 180
Inclusion Support	0
Total Activity Grant	4 555

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

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	Staff
N° of Participants	5
Duration per Participant (days)	6
Grant per Participant	636,000
Total (for Participants)	3 180,00
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	3 180

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	1 375
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	3 180
Inclusion Support	0
Total Activity Grant	4 555

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

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	Staff
N° of Participants	5
Duration per Participant (days)	6
Grant per Participant	636,000
Total (for Participants)	3 180,00
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	3 180

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	1 800
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	3 180
Inclusion Support	0
Total Activity Grant	4 980

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

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	Staff
N° of Participants	5
Duration per Participant (days)	6

Grant per Participant	636,000
Total (for Participants)	3 180,00
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	3 180

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	1 590
Green Travel Support	0
Exceptional Costs for Expensive Travel	0
Individual Support	1 908
Inclusion Support	0
Total Activity Grant	3 498

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

Travel support

Green travel	<input type="checkbox"/>
Distance Band	3000 - 3999 km
Exceptional costs for expensive travel	0
N° of Participants	3
Grant per Participant	530
Total Travel Grant	1 590

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	3
Duration per Participant (days)	6
Grant per Participant	636,000
Total (for Participants)	1 908,00
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	1 908

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%)
1	Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education (E10199519 - Greece)	Greece	SMILE's Website and MOOC creation and maintainance	3 000,00	2 400,00
Total					2 400,00

Follow-up

Impact

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

A desired impact is the development of greater awareness, as well as the creation, design and development of an appropriate toolkit and training mainly for educators (teachers, school leaders) to provide them knowledge, ready to use educational tools and the development of the necessary skills to implement music in an appropriate manner to promote inclusive education. SMILE outcomes will encourage and support teachers to implement new teaching techniques in their classrooms that will contribute to the increase of students' engagement in learning procedures, enhancement of positive clima in the classroom and improvement of their academic results. In specific the impact of SMILE on participant's institutions will be: East Macedonia-Thrace (GR) is a multicultural area. Schools consist of students with different religions, roma and repatriated families and effective inclusion is one of the most important issues in the region. SMILE's outcomes will equip teachers with the necessary tools to improve their inclusive teaching. AMusEd (CY), provides training workshops and lectures among teachers in Cyprus in collaboration with the Pedagogical Institute of Cyprus, as well training courses to teachers among Europe through KA101. They will transfer the PR's to target groups through the other courses they offer. Further, they have a well developed social media presence that can influence the target groups. UNICT's (IT), researchers, policymakers, and practitioners can benefit from the project's various components. It is hoped that a ripple effect will be created, encouraging other educators in different countries to conduct similar studies or, at the very least, to participate in specific aspects of the work carried out as part of this project, resulting in a greater impact at the European level. However, it is clear that the greatest impact on all levels is to facilitate training for educators and teachers, allowing them to study and collaborate with other teachers using unconventional practices that benefit everyone. This project will help to develop, test, and improve an innovative teaching method that can be used in professional/academic courses. FRAME (PL) will expand its activities, as an educational support institution with new fields and opportunities. Its specificity allows them to look at education from a new, non-standard perspective. The teachers' needs are clear since the numbers of immigrants are increasing in Poland, creating problems with the integration of foreign students, and the fact that the problem of migration is relatively new, means that the education system is not prepared. On the other hand, the Polish educational system does not have developed patterns and habits, so the project would be an excellent contribution to the modern organization of education in multicultural environments. Viksjöfors skola, the Swedish school can implement the suggested method and create a new culture of teaching not only in its own school, but also to the others that they collaborate with. SMILE's real beneficiaries will be students, who's well-being and performance is expected to be improved. Moreover students will increase their awareness, understanding and appreciation of diversity and multiculturalism.

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

LOCAL, REGIONAL, NATIONAL LEVEL SMILE aims to have an impact on the educational field of participating countries during and after the project lifetime: -Encouraging and supporting teachers to implement new teaching techniques in their classrooms that will contribute to the increase of students' engagement in learning procedures, enhancement of positive clima in the classroom and improvement of academic results. -Using inclusive pedagogy to enhance teaching and learning for all -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 inclusive education -Improving the professional development and support the attempts for providing quality education -Teachers will provide inclusive tools and learning procedures to students in order to become more active learners. EUROPEAN AND/OR INTERNATIONAL LEVELS Partners will involve their European network, curry 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 groups and stakeholders to gain their feedback. Both online and face to face interaction will be maintained during the lifetime of the project and beyond. EM-Th RDE (GR) will supervise the partners' activities towards raising the awareness and the involvement of target groups and

stakeholders. Feedback of the target groups will be collected at all stages of the project implementation. A set of quantitative and qualitative indicators and evaluation mechanisms (questionnaires, evaluation forms) will be enforced. Qualitative Indicators concerns: - Perceived level of satisfaction, quality of feedback by partners and target groups involved, collected and analysed by FRAME (PL) based on the Quality Assurance Plan. - Perceived level of engagement, quality of feedbacks by partners and target groups involved, collected and analysed by FRAME (PL) based on the Quality Assurance Plan - Interview, open discussions and face to face meetings for evaluation purposes of the project - Pilot trials and participants evaluation - Questionnaires will be developed and used for the training course - Project management and partners evaluation of SMILE 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 participants in MOOC online course

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.

SMILE's dissemination activities will be based on a detailed dissemination strategy and a plan will be established from the Leader EM-Th RDE (GR) in cooperation with AMUSED (CY). The plan will be revised during the kick off meeting and agreed by all partners. The basic aim is that all partners work together to maximize the dissemination to all the relevant target groups and stakeholders and cover a big range of potential users in education. During the implementation of the project the consortium will consecutively try to identify new relative target groups and stakeholders. Stakeholders and target groups already identified on local, regional and national level : -Teachers in preprimary and primary schools - School leaders in order to encourage their schools' staff to use these new teaching approaches -Educational consultants, regional directorates and pedagogical institutes will be informed on the Project Results to involve more teachers -Private, public and NGO entities active in the educational field -Faculties of Education of Universities to share project's results among their students to introduce them on new teaching tools, concerning the integration of Music and its use in inclusive education -Researchers / research laboratories in the field of education to explore more in depth the results of the project and inspire them for further exploitation of music in integrated teaching techniques. On an Eu and International level the possible target audiences are: -Ministries of education among Europe and other countries informed through the dissemination activities -Faculties of Education in Universities among Europe and other countries -Research communities among Europe and other countries -Policy and decision makers to study the results of the project and the tools created from the PRs in order to inform more teachers to explore and use these teaching approaches The participating organizations will take advantage of their networks in order to disseminate and communicate the results. Inside the partnership, the consortium will disseminate SMILE's outcomes to the staff of their organisation and of the Associated Partners. Outside the consortium will disseminate the results as follows: EM-Th RDE will disseminate it to all the preprimary and primary schools of its region and through its Network with all Regional Directorates of Greece, to all the teachers in Greece. AMusEd provides training workshops among teachers in Cyprus in collaboration with the Pedagogical Institute as well training courses to teachers among Europe UNICT (IT) will disseminate the findings and make them available to other researchers/trainers interested in the same subject in order to conduct additional research using art-based methods. The findings will be disseminated through participation in international/national conferences and the publication of a research article in an international peer-reviewed journal. In this regard, the initiative will be promoted at the national level by SIPED (Italian Society of Education), SIRD (Italian Society for Didactic) and specialized networks of specialized associations (e.g International association for intercultural education) Sicilian schools and NGOs working in non formal training. Frame (PL) has a great local, European and international network of educational organizations and authorities where the project results can be disseminated Viksjofors skolamany (SW) is a school that can apply the suggested method in their school where teachers are the final beneficiaries of the implementation of the project. These teachers will act like a network of the project. Further, they have participated in a lot of Erasmus+ projects and they could disseminate the results to those partners. They can also share the results in the big school community of etwinning.

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, transparency and proliferation of project results in order to ensure maximum impact and wide-spreading public outcomes towards our target users and wide public. The overall communication and dissemination strategy of the project outlines the ways in which the project partners will maximize opportunities to promote, communicate and disseminate project results with different audiences and publics throughout the lifetime of the project, and beyond. It describes the objectives, planned target groups and channels as well as indicators to measure the performance of the planned activities. It also 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: -Dissemination Plan: A clear and specific dissemination plan will be developed by EM-Th RDE (GR) and decided among the partners -Website: EM-Th RDE (GR) will design the website and translation of the website in partners' countries languages will be available where applicable. The website will obtain SMILE's outcomes, relevant information, news, press releases etc. It will be SEO and keywords adjusted. The website traffic will be monitored through Google Analytics -Logo and templates: A project logo will be designed by AMUSED (CY), as part of visual identity, at the beginning of the project and also a color scheme to be used in promotional material and templates -Social Networks accounts will be set up (Facebook, Instagram) on which all the partner organizations will be given access to update them in rotation. A social Media Dissemination Plan will be created and monitored by AMUSED (CY). Suggested activities will be recorded and uploaded on the project YouTube channel in order to be used in the platform as also in the promotional campaigns in the social media. -Promotional material: Leaflets and brochures will be produced by AMUSED and translated into partners' language -Multiplier Events (ME): One ME will be organized in each participating country. It is foreseen to be blended, since the consortium supports digital learning, accommodating people in person and online. Teachers participating in SMILE's pilot activity will be invited to share their experience with target groups and stakeholders. -Final Conference: A final conference will be organized by UNICT (IT), which will accommodate at least 40 local participants, 5 from other EU countries and 30 online. The conference will be released online in order to accommodate more attendees from Europe and beyond. -Press releases will be prepared describing and giving information for important and meaningful phases of the implementation of the project. Partners will translate the press releases in the partner countries' languages and send them to national press entities. -Online courses will be published and accessed through the e-learning platform of the project, 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 mentioned communication and dissemination activities being implemented during the project have been foreseen to have high impact and will support the sustainability of the project results. All the dissemination activities will be finalized during the project and will be tracked down and monitored in order to assess their effectiveness and to adapt changes where necessary.

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?

EM-Th RDE (GR) will be the dissemination leader of the project in cooperation with AMUSED (CY). The expertises of EM-Th RDE's department of Informatics will develop SMILE's website and AMUSED (CY), experienced in planning and implementing promotional and communication campaigns will be in charge of dissemination/communication/activities in social media. A Communication and Dissemination plan will be established and decided among partners, which will be revised and updated during the project's lifetime. The wide education network of all partners will be exploited and the traffic of the relevant posts on social media will be obtained in order to gain better dissemination. All partners will be involved in the dissemination process, by promoting SMILE's results and dissemination products (newsletter, press releases, etc.). Specifically: EM-Th RDE (GR) - as a regional authority of education will disseminate the project through their direct communication with schools and the trainings organised for the teachers' professional development. AMUSED (CY) - an organisation that offers teachers' training, will disseminate to teachers, from Cyprus and EU, who have participated in their training courses -UNICT (IT), will disseminate through its undergraduate and postgraduate students and their researches -Frame (PL) - an organization with numerous contacts with public and private stakeholders in Poland, will also contribute to the dissemination of the project through their network of relevant beneficiaries. Viksjofors skola (SW) - a school, will actively engage all their teachers in the implementation of the project activities giving the

opportunity to experience the project results. These teachers will be an offline network of dissemination of the project by sharing their experience and expertise gained with other educators.

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 SMILE's project results will be an Open Education Resource, with free access and free to download. The beneficiaries will have free open access on: 1) Need Analysis Report, 2) Digital Repository, 3) Teachers Guide and 4) MOOC training which will be uploaded on SMILE's Website. Links of SMILE's Website and resources in downloadable form will be given from partners' websites and in the EPALE platform. SMILE's Website and outcomes 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 SMILE project will have a website that will host all the project results, easily accessible from schools, teachers and other relevant stakeholders, for at least 3 years after the end of the project. The dissemination plan conceived and implemented by project partners will provide a solid framework for disseminating 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 PRs will be translated into partners' languages (wherever it is possible), maximizing the impact and the usability, in order to be used in as many countries in Europe as possible. Moreover, the teachers will be the main and most important element to guarantee project utilization during and after the end of its lifetime. The project invests in the professional development of teachers. Teachers who will participate in the training, either during the implementation of the project or through the e-learning platform, will implement the new knowledge and apply the tools for the integration of music in the teaching process. 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. Finally at the end of the project all national and European contacts of the consortium will receive a Newsletter. Press releases will be published in Educational Websites including information about SMILE and its outcomes, providing also the link of SMILE's website.

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 SMILE's project results are most relevant to share and to disseminate: The Need Analysis Report (PR1), which could be used from researchers of the field and the Digital Repository (PR2), the Teacher's Guide (PR3) and the SMILE MOOC training (PR4), which would be useful mainly to teachers of multicultural classes. The deliverables could also be used by any other target group and stakeholder, active in the fields of Inclusive Education, Music and innovative teaching tools. A continuous optimization of comments of feedback will ensure the involvement, the commitment and the collaboration among all partners.

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?

The sustainability plan will be developed by FRAME (PL) All the partners of SMILE's project will agree to promote the project's results among their networks in the education field and institutional activities, even at the completion of it, to ensure a great impact on the sustainability of the project. The aim of the sustainability plan is the continuous professional development of teachers and educators and the delivery of the project results even after the completion of the project. During the final project meeting, partners will agree upon a schedule for online meetings after the completion of the project to discuss the effect of the project results in their partners' countries. Project partnership will be sustained for at least three years after the end of the project. SMILE Teacher's Guide, Repository and MOOC that require maintenance and support after the end of the project will be maintained by all the partners. The platform will continue to be supported for at least 3 years after the implementation of the project, according to the sustainability plan. Furthermore, all the results of the project, translated in partner languages (Greek, Italian, Polish, Swedish) will be available on the website and everyone can have free access to the material. EM-Th RDE (GR) as a decentralized regional authority of Primary and Secondary Education supervises, controls and coordinates the educational and administrative function of the total of 874

educational units in the region will disseminate SMILE results with all schools under its provision. Additionally they will include the project's results at seminars contacted at the region for the professional development of teachers. AMusEd (CY), as an organization specializing in language learning and in social inclusion has a network of schools and teachers that can introduce SMILE results in their lessons and contribute to the school communities. Through their network seminars they offer at teachers they will also communicate SMILE results UNICT (IT) University of Catania will include the results in the course offered towards their students. The training will be officially supported by the Innovation Education Laboratory of the University of Catania and its network of schools and stakeholders in the field of inclusive education. The ability of educators and other researchers to test and disseminate this methodology will determine its long-term impact. Following the development of SMILE results will be shared with national researchers, educators, a larger number of schools and teachers, and non-profit organizations in Italy and abroad. Because the material will be available in English, it will be distributed to non-Italian members of their network as well. FRAME (PL) (Foundation for the Development of International and Educational Activity) has a wide network of other NGO organizations dealing with education. From the very beginning, FRAME has been using the proven methodology of disseminating the ideas and methodology of projects among educators. The project can be successfully continued, but most of all, its results, once passed on to teachers, will start a new, independent life, as teachers will be able to develop and expand it on their own. FRAME intends to promote the idea in other projects, referring to the SMILE results. They will use the network of contacts to disseminate the results of the project long after its completion, for example by including it in the portfolio of FRAME and its partners. Viksjöfors skola (SW) The school will include all SMILE results and it will apply good practices using music in its lessons. Also through collaborations with other schools it will be able to transmit SMILE PRs to other schools. Additionally, project materials will be available online at partner's websites, in educational partners' library-archives and also available with no charge to 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 -DECLARATION ON HONOUR.pdf	2727
Total Size (kB)	2727

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 AMUSED CY.pdf	702
MAN -MANDATE UNICT IT.pdf	678
MAN -MANDATE FRAME PL.pdf	693
MAN -MANDATE VIKSJOFORS SW.pdf	729
Total Size (kB)	2804

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 -LOS 9th Primary School of Komotini.pdf	538
OTH -LOS_12 nipiagogio Komotini.pdf	629
OTH -LOS_CY.pdf	477
OTH -LOS_IT.pdf	322
OTH -LOS_PL_1.pdf	363
OTH -LOS_PL_2.pdf	358
OTH -SMILE_GANTT CHART.pdf	1204
Total Size (kB)	3893
Total Size (kB)	9424

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: EL01 - Greek State Scholarship's Foundation (IKY)

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
1	20/05/2021 14:23:48	ΤΣΙΩΝΑ ΒΑΣΙΛΙΚΗ	1250820	Submitted