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GREENER GREEN

D3 Learning activity , training Uliege

September 2023

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Introduction

The primary objective of this comprehensive document is to encapsulate the enriching experiences of a two-day learning activities meeting held at the esteemed University of Liege in Belgium. The overarching aim of this event was to conduct a pilot test and evaluation of two pivotal project outcomes, with a specific focus on unveiling innovative approaches towards fostering a greener school environment.

The learning activities unfolded over the course of these two days are intricately woven into the fabric of the broader project initiatives. Their significance lies in their pivotal role in ensuring the seamless implementation of the project, providing an invaluable springboard for the subsequent phase: the piloting of the two project results within the workshop setting, involving a cohort of 10 teachers from various schools.

This forum served as a dynamic platform where participants, hailing from both educational institutions and partner organizations, were not only introduced to but also immersed themselves in the intricacies of the e-learning course and the Greener Green assessment tool. The overarching objective was to equip all attendees with a comprehensive understanding of how to effectively execute the pilot tests within their respective organizations.

A total of 15 individuals actively participated in this enlightening meeting, the details of which can be found in Annex 1 outlining the comprehensive list of attendees. Noteworthy is the diverse representation, encompassing partners from the Greener Green project and individuals from various schools, fostering a collaborative and inclusive atmosphere conducive to the collective pursuit of creating more environmentally sustainable educational institutions. Some teachers and also 2 people of the COREN asbl (Belgian association which promote greener school and environmental education in school) were part of this meeting.



Resume of the 2 days of learning activities meeting

Day 1

The inaugural day was characterized by the presentation and discussion of various modules, each addressing essential aspects for the sustainable management and transformation of educational institutions.

"Module 1: Project Management," presented insightfully by the IDEC team, triggered enriching debates that explored in detail the strategies and tools applicable to efficient project management. Participants were guided through a thorough analysis, questioning and reflecting on existing approaches. (Annex 2)

Following that, FAPEL led "Module 6: Healthy Lifestyle," emphasizing the relevance of promoting healthy habits in the school environment. Discussions focused on the integration of daily practices that foster the overall well-being of the educational community.

Vareia presented "Module 3: My Land," generating vibrant conversations about the importance of connection with the environment and the promotion of respect for the environment. ULiège addressed "Module 4: Climate Change," providing a profound insight into current challenges and possible solutions.

The subsequent discussion session allowed participants to exchange innovative ideas, consolidating a collaborative and enriching atmosphere for the inaugural day.





Day 2

Visit of the greener school "Collège Sainte-Véronique" in the city of Liege :

Embarking on the second day of the Greener Green Erasmus+ project, participants were welcomed to the distinguished Collège Sainte-Véronique in the dynamic city of Liege. A beacon of environmental stewardship, the school proudly holds the ISO 14001 certificate, reflecting its unwavering commitment to holistic environmental management. The ISO 14001 certification addresses a spectrum of activities, focusing on minimizing ecological footprints and fostering an unceasing journey towards elevated environmental performance.

The visit unfolded as a comprehensive journey, delving into the school's multifaceted approach to Sustainable Development that permeates various disciplines. From languages such as German and English to expressive arts, eco-citizenship, ecology, artistic education, Spanish, environmental studies, French, geography, history, immersion, Latin, mathematics, Dutch, religion, science, and technology, the consciousness of Sustainable Development is interwoven into the fabric of education.



Operational control measures, demonstrated with precision, encompassed water and energy management, innovative mobility initiatives, meticulous organizational responsibilities, robust safety protocols, and effective waste sorting practices. The day also showcased the ingenious ecopedagogical projects led by the Multimedia classes under the guidance of Mr. Warnier, spotlighting the active participation of younger students in fostering environmentally conscious actions.



The school's Environmental Policy, endorsed by the Managing Body, stands as a testament to its commitment, reaching across all levels of education. From preschool to primary and secondary education, every member of the educational, administrative, and maintenance staff is engaged in a continuous improvement environmental approach. The school actively champions concrete projects aimed at reducing energy waste, nurturing respect for the surrounding environment, and participating in diverse educational activities focused on environmental awareness.

Beyond internal commitments, the Managing Body pledges compliance with laws and regulations, integration of environmental concerns into all facets of school management, and collaborative efforts with suppliers, partners, and extracurricular contributors. This commitment extends to responding to external requests for information and, significantly, guiding students on the transformative journey to become responsible eco-citizens.



Module 2: "Saving Energy and Conserving Resources" by Varese

Varese took the lead in unraveling the intricacies of "Saving Energy and Conserving Resources." This module likely delved into practical strategies, technologies, and initiatives aimed at reducing energy consumption and optimizing resource utilization. Varese's presentation not only provided a theoretical foundation but also ignited insightful discussions among the participants. This discourse would likely have explored innovative approaches to sustainability, potentially incorporating real-life case studies, success stories, and challenges encountered in the pursuit of energy efficiency.

Module 5: "My School Leads the Change" by BELL-LLOC





BELL-LLOC assumed the role of guiding participants through Module 5, titled "My School Leads the Change." This module likely revolved around empowering educational institutions to take proactive roles in initiating and driving environmental transformations. The presentation might have showcased inspiring examples of schools that have successfully implemented sustainability initiatives, encouraging discussions on how each participant's institution can become a catalyst for positive change. The emphasis on leadership and individual school initiatives likely fostered an atmosphere of motivation and shared aspirations.

Module 7: "A European Green Dimension" by Blue Room Innovation

Blue Room Innovation spearheaded Module 7, exploring "A European Green Dimension." This segment likely expanded the perspective to a broader, European context, discussing collaborative efforts and shared goals for a sustainable future. The presentation may have touched upon the interconnectedness of environmental challenges across borders, emphasizing the importance of collective action. The ensuing discussions likely encouraged participants to consider how their local efforts fit into a larger, continent-wide framework, promoting a sense of unity and shared responsibility in the face of global environmental issues.

Collectively, these modules not only imparted valuable knowledge but also served as platforms for stimulating discussions among the partners. The shared learning experiences and innovative ideas generated during these sessions contributed to fostering a collaborative atmosphere, where diverse perspectives converged, and participants were inspired to explore novel approaches to sustainability within their respective educational contexts. The day's academic journey thus facilitated a dynamic exchange of ideas, laying the foundation for ongoing collaboration and innovation in the pursuit of greener, more sustainable educational practices.

Presentation of the COREN asbl

On the second day, we learned about the Coordination Environnement (COREN) organization. It was created in 1994 and focuses on getting school staff involved in environmental actions. COREN wants to help schools become more eco-friendly by teaching staff simple but impactful ways to use energy wisely.



COREN also works on things like waste sorting, improving how people move around schools, and creating teams of student eco-delegates. They have a straightforward and effective plan to manage environmental issues in schools.

The organization brings together experts and professionals to achieve three main goals. First, they want to make people in society more aware of environmental issues. This includes citizens, households, schools, government offices, and businesses. Second, they focus on teaching future generations about the environment, using powerful educational tools. Finally, COREN specializes in using advanced environmental tools and methods to train people, like audits and ISO 14001.

COREN's approach is based on caring for the environment and always trying to get better. They want to create strategies and tools that match the sustainable development goals of their partners. COREN emphasizes that everyone involved should take responsibility and be active in helping the environment. They encourage a process of asking questions, reviewing, and reflecting, leading to plans that can be put into action.

COREN shows its commitment to the environment through initiatives like the 'Agendas 21' in schools. These initiatives focus on education for sustainable development and actions that improve the environment and the social aspects of schools. COREN doesn't just give advice; they also help organizations integrate sustainable practices into their management processes. The organization actively supports actions in environmental management, aligning them with the values of the organizations they work with. In short, COREN is not just talking about environmental responsibility; they are actively helping create a more sustainable and thoughtful future.



Day 3

On the third and final day of the comprehensive learning activities meeting at the University of Liege, participants engaged in a series of crucial sessions aimed at financial project management and project evaluation. The day began with a presentation by BLUE ROOM INNOVATION on the Greener Green KOM financial project management, as outlined in Annex 3. This session likely delved into the financial aspects of the project, providing insights into budgeting, resource allocation, and financial oversight to ensure the successful execution of Greener Green initiatives.

Following this, BLUE ROOM INNOVATION presented another session on Greener Green project management consmeeting, detailed in Annex 4. This presentation likely focused on consolidating project management strategies discussed throughout the event, emphasizing coordination among partners, effective communication, and the integration of lessons learned into ongoing project activities. The session aimed to streamline collaborative efforts and enhance the overall project management process.

The University of Liege (ULiège) played a crucial role in wrapping up the training by conducting an evaluation of the entire learning activities meeting. This evaluation likely included an overview of the key insights gained, challenges identified, and successes celebrated throughout the two-day event. ULiège may have highlighted the practical implications of the training, emphasizing how the knowledge and experiences shared will contribute to the successful implementation of Greener Green initiatives.

As part of the evaluation process, two questionnaires were administered. The first questionnaire focused on the Learning Teaching Training Activity, seeking feedback from participants on the effectiveness of the training sessions. The report of this questionnaire can be found in Annex 5. This document likely contains valuable insights into the participants' perspectives on the content, delivery, and overall impact of the training activities.

The second questionnaire, outlined in Annex 6, pertained to the Transnational Meeting. This questionnaire aimed to gather feedback on the organization, structure, and outcomes of the meeting, providing a comprehensive understanding of the participants' experiences during the collaborative sessions. Insights from this questionnaire could inform future



transnational meetings and improve the effectiveness of knowledge exchange and collaboration among project partners.

In conclusion, Day Three served as a crucial phase in consolidating the knowledge and experiences gained over the two-day event. The financial project management and project evaluation sessions, coupled with the feedback gathered through questionnaires, contribute to the ongoing success and refinement of the Greener Green project. The dedication of all partners, as demonstrated through active participation and thoughtful feedback, reinforces the collaborative spirit essential for achieving the project's overarching goals.





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ANNEX 1 - Attendance List LTТА Belgium Liege

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**Greener Green schools: Developing sustainability practices in
primary schools
- Greener Green -**

Greener Green - 2021-1-ES01-KA220-SCH-000032687

LTTA, 30 May 2023

List of attendance

Partner No	Name of Organisation	Name	Signature
1	P1 Blue Room Innovation	Denisa Gibovic	
2	P1 Blue Room Innovation	Estel Guillaumes	
3	Université de Liège	Xavier Fettweis	
4	Université de Liège	Sébastien Doutreloup	
5	Bell-lloc del Pla	Josep Maria Simon	
6	EUR. School VARESE	Philippe Remy	
7	EUR School Varese	Joanne River Scott	
8	Eur School Varese	Aniara Farinella	
9	Primary school of Varese	Zoi Pittou	
10	Primary school of Varese	Filitsa Kolomaidou	
11	Bell-lloc del Pla	Alejandro Valero Ruiz	
12	FIAPEL	Charles KRIM	
13	Bell-lloc del Pla	Paul Pantukas	
14	IDEC	Panos Katsampanis	
15	IDEC	Sofia Spiliotopoulou	



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**Greener Green schools: Developing sustainability practices in
primary schools
- Greener Green -**

Greener Green - 2021-1-ES01-KA220-SCH-000032687

LTTA, 31 May 2023

List of attendance

Partner No	Name of Organisation	Name	Signature
1	P1 Blue Room Innovation	Denisa Gibovic	
2	P1 Blue Room Innovation	Estel Guillaumes	
3	Université de Liège	Xavier Fettweis	
4	Université de Liège	Sébastien Doutreloup	
5	Bell-Iloc del Pla	Josep Maria Simon	
6	Europe School VARESE	Philippe Remy	
7	European School Varese	Jaanne River-Scott	
8	European School Varese	Aniane Farinelle	
9	European School Varese		
9.	Primary school of Varese	Zoi Pittou	
10.	Primary school at Varese	Filitsa Kdoumardou	
11.	Bell-Iloc del Pla	Alexandro Valero Ruiz	
12.	FAPEL	Charles Kiri	
13	Bell-Iloc del Pla	Ioann Pantelis	
14	IDEC	Panos Katsampanis	
15	IDEC	Sofia Spiliotopoulou	



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**Greener Green schools: Developing sustainability practices in
primary schools
- Greener Green -**

Greener Green - 2021-1-ES01-KA220-SCH-000032687

LTTA, 1 June 2023

List of attendance

Partner No	Name of Organisation	Name	Signature
1	P1 Blue Room Innovation	Denisa Gibovic	
2	P1 Blue Room Innovation	Estel Guillaumes	
3	Université de Liège	Xavier Fettweis	
4	Université de Liège	Sébastien Doutreloup	
5	Bell-Iloc del Pla	Josep Maria Simon	
6	EUROPEAN School VARESE	Philippe REHY	
7	European School Varese	Jaanne River - scott	ON-LINE
8	European School Varese	Farinelle Anice	
9	Primary school of Varese	Zoi Pittou	
10.	Primary school of Varese	Filitsa Edoumardou	
11.	Bell-Iloc del Pla	Alejandro Valera Ruiz	
12	FRAPÉL	Charles KRIT	
13	Bell-Iloc del Pla	Tean Pöntubs	
14	IDEC	Panos Katsampanis	
15	IDEC	Sofia Spiliotopoulou	
16	IDEC	Lila Anthopoulos	on-line



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ANNEX 2 - IDEC Greener Green Module1

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Greener Green Module 1

Project management for teachers and
digital tools

IDEC SA
Date:



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Partners

1. BLUE ROOM INNOVATION – SPAIN
2. IDEC – GREECE
3. FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG
4. UNIVERSITE DE LIEGE – BELGIUM
5. PRIMARY SCHOOL OF VAREIA - GREECE
6. Instituto Agrario Bell-lloc del Pla SA - SPAIN
7. Scuola Europea di Varese – ITALY



1.1 Project management for teachers

The course will assist participants in:

- Utilizing effective communication and management tools.
- Planning projects and predicting quality, timelines, and costs.
- Implementing processes for effectively managing resources, communication, risks, and changes.
- Implementing and controlling projects successfully.
- Developing leadership and organizational skills for managing projects, teams, and stakeholders.



1.2 Project Initiation

Define:

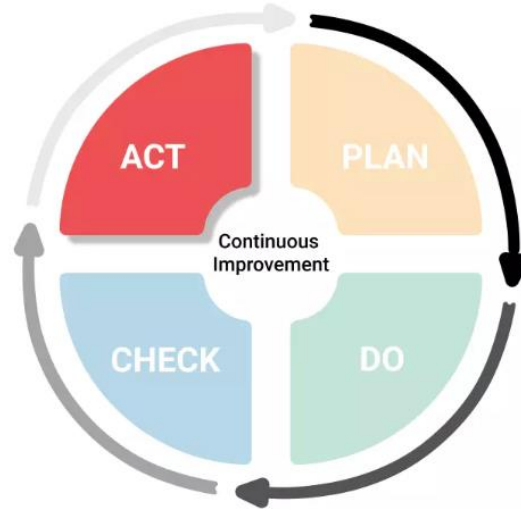
- 1) Project objectives
- 2) Available Resources
- 3) The project teams: their roles and responsibilities
- 4) Major deliverables
- 5) The stakeholders
- 6) The project evaluation plan
- 7) Education program to the parties involved



1.2 Project Initiation (2/2)

The PDCA cycle and continuous improvement

The Plan-Do-Check-Act (PDCA) cycle, also known as the Deming cycle or Shewhart cycle, is a four-step model for continuous improvement. The PDCA cycle is a process that can be used to improve any aspect and step of a project. The four steps of the PDCA cycle are: Plan, Do, Check, and Act.



1.3 Project Planning

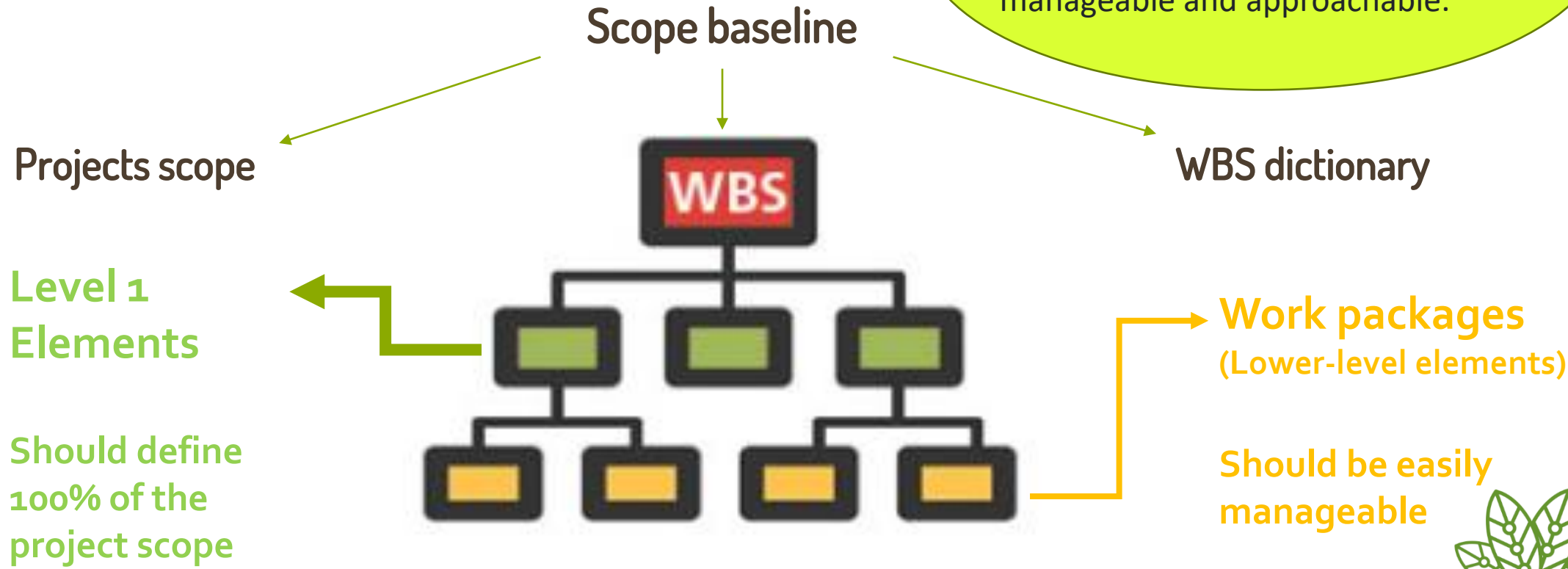
Project planning step by step



- Project planning involves creating a detailed roadmap for achieving specific **project objectives** within a defined **timeframe** and **budget**.
- A **Work Breakdown Structure (WBS)** is a hierarchical representation of the tasks and subtasks required to complete a project. It is a visual tool used to organize and divide a project into smaller, manageable components.
- **Gantt charts** are a type of bar chart that illustrates the start and end dates of various tasks and subtasks in a project. They are used to visualize the project schedule and track progress.
- WBS and Gantt charts are often used in combination to provide a comprehensive overview of a project's scope and timeline.

1.3 Project Planning Work Breakdown Structure

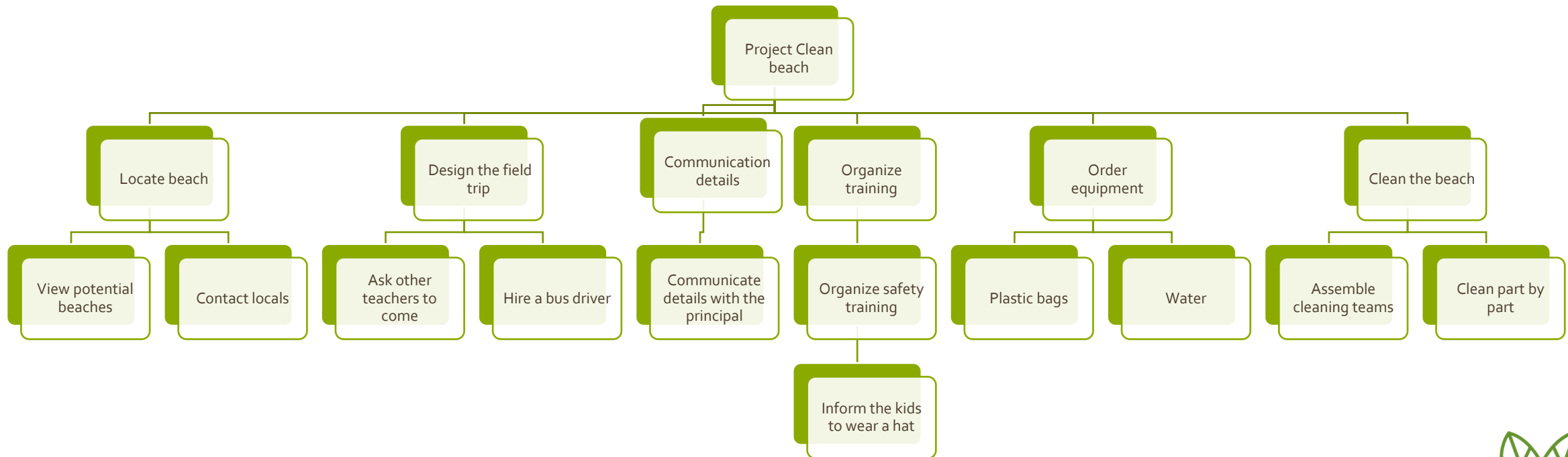
Breaking work into smaller tasks is a common productivity technique used to make the work more manageable and approachable.



Example of Work Breakdown Structure : Cleaning a beach



WBS



Exercise

For a future project that you are planning for your school, define:

- 1) Project objectives
- 2) Available Resources
- 3) The project teams their roles and responsibilities
- 4) Major deliverables
- 5) The stakeholders
- 6) The project evaluation plan



1.3 Project planning

- Visualize the progress of the project
- Identifies the task dependencies
- Highlights project schedule

The Gantt Chart



1.4 Project implementation

Project implementation is the process of completing a project according to the plan and within the specified time, cost and quality constraints.

It involves coordinating the efforts of all project team members and managing the resources required to complete the project.

The main goal of project implementation is to ensure that the project is completed on time, within budget, and to the satisfaction of all stakeholders.



1.4 Project implementation (2/2)

Make sure that you monitor activities in every stage of the project, by checking every element of the Gantt chart and the Work Breakdown Structure.

Have a risk assessment and possible remedies or “plan B” if something is delayed or does not work out.

Take corrective actions if necessary, throughout the duration of the project.





Digital skills for teachers and project management



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1.5 Digital skills for teachers and project management

Project manager

- Exercise Your Creative Skills with Social Media
- Create Visually Appealing Decks
- Stay Detail-oriented but Big-picture Focused
- Visualize Data for Stakeholders
- Speak in the Same Language as Developers
- Collect Feedback Well and Collect Feedback Often
- Communicate Asynchronously

Teacher

- Use social media for professional development opportunities
- Create engaging visuals
- Establish a blog or wiki
- Use and create video content
- Create digital audio content
- Search the web in an efficient and effective manner
- Embrace game-based learning

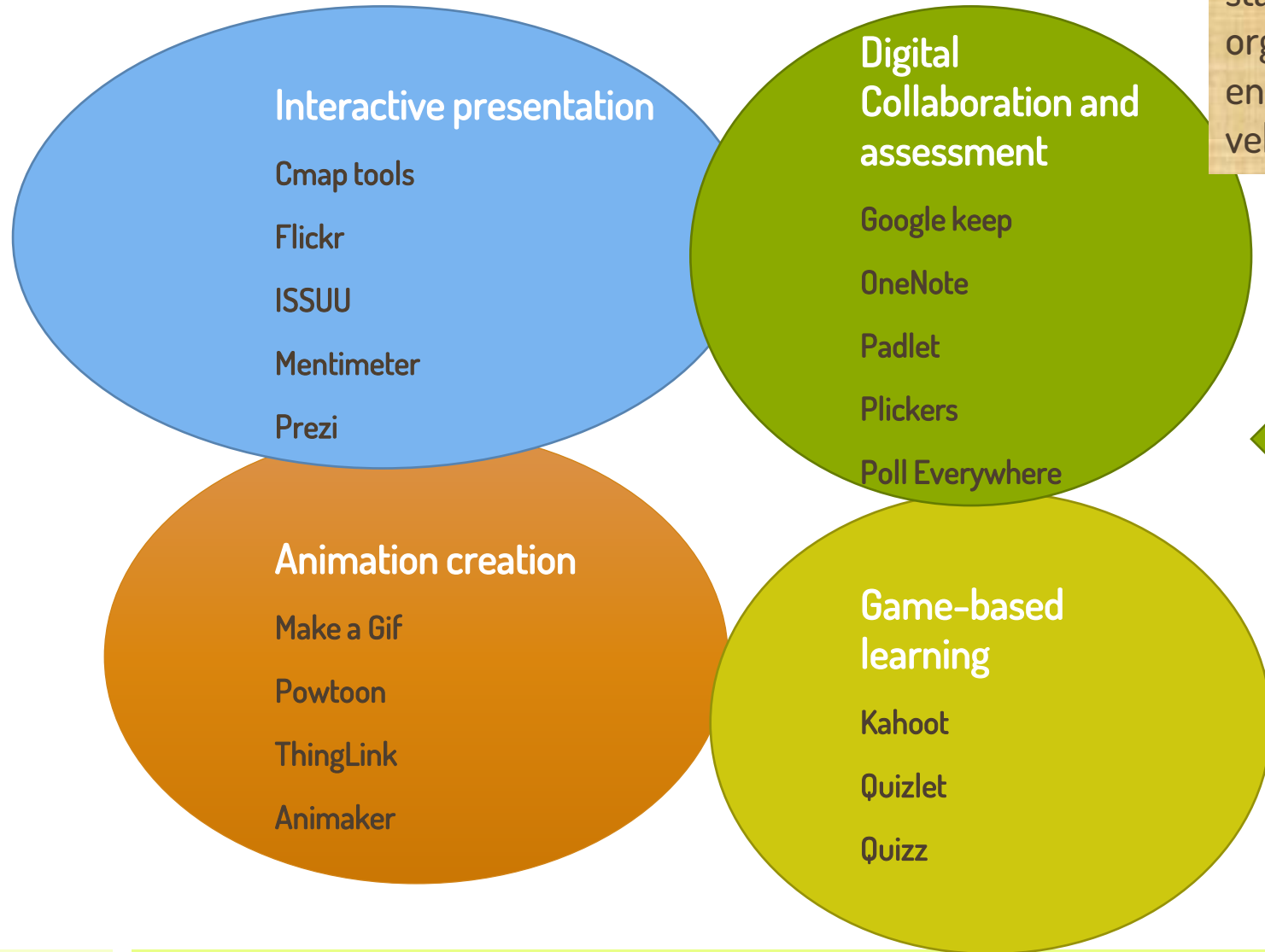
General skills

- Motivation
- Leadership
- Communication
- Conflict Management
- Trust-Building
- Decision-Making
- Organization
- Time Management



1.6 Digital tools for teachers

As a Project Manager or school-teacher it's important to not only lead various stakeholders, your students or school organization toward the same goal, but to ensure you're using the latest technology as vehicles to get there.



Platforms

1.7 Digital tools for time management – Gantt chart

Exercise: Create a simple Gantt Chart for a green project of cleaning a beach.

Use Excel or some Gantt Chart software like: platforms are ClickUP, Wrike, TeamGantt, GoodDay, dotProject and Microsoft Project.

	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
#	Week one					Week two					Week three				
Item1	█	█	█	█	█										
Item2			█	█	█	█									
Item3			█	█	█	█	█	█							
Item4		█	█	█	█	█	█	█	█						
Item5				█	█	█	█								
Item6						█	█	█	█	█					
Item7				█	█	█	█	█	█	█	█	█	█		
Item8											█	█	█	█	
Item9												█	█	█	█



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ANNEX 3 - Greener Green KOM financial project management Liege

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Greener Green schools: Developing sustainability practices in primary schools

2021-1-ES01-KA220-SCH-000032687

Girona, 31 May 2023

Project Management in Greener Green

Estel Guillaumes – PMO



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Agreement

Grant agreement

Partner agreement

1st payment

Intermediate justification → January 2023

Intermediate feedback not received yet

2nd payment → June 2023 if all well justified

ELIGIBLE DIRECT COST

- ▶ **Staff**
- ▶ **Travel Cost**
- ▶ **Subcontract (some partners)**

All supporting documents will be kept by BRI in private way



Costs actually incurred by the partner which meet the following criteria:

1. Incurred during the duration of the action;
2. Indicated in the estimated overall budget of the action;
3. Necessary for the implementation of the action;
4. Identifiable and verifiable (recorded in partner's accountings, in line with the applicable accounting standards of partner's country);
5. Reasonable, justified;
6. Compliant with the requirements of applicable tax and social legislation.

Not eligible cost

- ▶ Return on capital and dividends paid by a beneficiary;
- ▶ Debt and debt service charges;
- ▶ Provisions for losses or debts;
- ▶ Interest owed;
- ▶ Doubtful debts;
- ▶ Exchange losses;
- ▶ Costs of transfers from the Agency charged by the bank of a beneficiary;
- ▶ Costs declared by the beneficiary and covered by another action or work programme receiving a grant financed from the Union budget;
- ▶ Excessive or reckless expenditure;
- ▶ Contributions in kind from third parties;
- ▶ Deductible VAT

Subcontract - Reporting



External evaluations,
translations, audits...



contracts and invoices;



proof that the payments
have been made by the
beneficiaries and are
recorded in his accounts

Indirect cost

- ▶ All costs related to the administration of the project e.g. consumables, supplies, photocopying costs, telephone costs, internet access, paper, etc., are covered by indirect costs of the project
- ▶ They may not include any costs identifiable or declared as eligible direct costs.
- ▶ The Agency imposes a flat-rate financing up to a maximum of 250€ per month.

BUDGET - Staff

			PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	ES	12.000€	575€	45.683€	1.610€	3.000€	3.200€	66.068€
P2	IDEC	GR	6.000€	1.150€	38.833€	1.780€	3.000€	3.200€	53.963€
P3	FAPEL	LX	6.000€	575€	31.089€	1.480€	3.000€	6.000€	48.144€
P4	ULiège	BE	6.000€	575€	31.030€	0,00 €	0,00 €	0,00 €	37.605€
P5	Primary school of Vareia	GR	6.000€	3.040€	12.193€	2.670€	3.000€	0,00 EUR	26.903€
P6	Bell-lloc School	ES	6.000€	1.150€	12.193€	2.415€	3.000€	3.200€	27.958€
P7	Scuola Europea di Varese	IT	6.000€	2.300€	19.046€	2.415€	3.000€	3.200€	35.961€

BUDGET Justified

		PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	6.000€	0,00 EUR	18.199,00 €	0,00 €	0,00 €	0,00 EUR	24.199,00€
P2	IDEC	3.000€	575€	10.686,00 €	0,00 €	0,00 €	0,00 EUR	14.261€
P3	FAPEL	3.000€	575€	10.845,00 €	0,00 €	0,00 €	0,00 €	14.420€
P4	ULiège	3.000€	0,00 €	31.030,00 €	0,00 €	0,00 €	0,00 €	34.030€
P5	Primary school of Vareia	3.000€	1.520€	4.863,50 €	0,00 €	0,00 €	0,00 €	9.383,50€
P6	Bell-lloc School	3.000€	0,00 €	5.925,25 €	0,00 €	0,00 €	0,00 €	8.925,25 €
P7	Scuola Europea di Varese	3.000€	1.150,00 €	7.115,50 €	0,00 €	0,00 €	3.200€	14.465,50€

BUDGET Justified

		Total grant	Total grant	total budget spend
P1	BRI	66.068€	24.199,00€	37%
P2	IDEC	53.963€	14.261€	26%
P3	FAPEL	48.144€	14.420€	30%
P4	ULiège	37.605€	34.030€	90%
P5	Primary school of Vareia	26.903€	9.383,50€	35%
P6	Bell-lloc School	27.958€	8.925,25 €	32%
P7	Scuola Europea di Varese	35.961€	14.465,50€	40%



BUDGET - Staff

			PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	ES	12.000€	575€	45.683€	1.610€	3.000€	3.200€	66.068€
P2	IDEC	GR	6.000€	1.150€	38.833€	1.780€	3.000€	3.200€	53.963€
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P7	Scuola Europea di Varese	IT	6.000€	2.300€	19.046€	2.415€	3.000€	3.200€	35.961€

Staff cost

- ▶ Costs relating to the following categories of staff are considered
 - ▶ the costs of personnel working under an employment contract with the beneficiary or an equivalent appointing act and assigned to the *action*, provided that these costs are in line with the beneficiary's usual policy on remuneration;
 - ▶ temporary staff, recruited through a specialised external Agency;

Staff cost (real cost)

- ▶ *Those costs include actual salaries + social security contributions + other statutory costs included in the remuneration*

(Annual gross salary + social charges + statutory costs)

(Total actual annual productive working days/hours)

X

actual days/hours worked in the action

Staff cost REPORTING

- ▶ **Internal staff cost policy** which explains salaries and the calculation of the daily cost rate (pro rata basis if of part-time workers).
- ▶ **Timesheets** signed by both the worker and the responsible of the organisation mentioning name, function and tasks fulfilled, reference to the WP, number of hours per day allocated to the project and the day of performance;
- ▶ **Employment contracts** with an indication of the type of contract
- ▶ **Official payroll** document which allows to check both number of days worked in a year and amounts paid & social security charges duly paid;+ **proof of payment**

Name of the project: Greener Green

PROJECT TIMETABLE

Project activity*	LEAD	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 23	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
PR1 The Greener Green training program (e-learning)	IDECC																								
PR1/A1 Design of Methodology for identifying competences and digital skills for the "green" teacher	Uliege																								
PR1/A2 Desk Research	Uliege + all																								
PR1/A3 Survey- Needs Analysis	Uliege + all																								
PR1/A4 Focus Group	Uliege + all																								
PR1/A5 National study report	Uliege + all																								
PR1/A6 Synthesis Report	Uliege																								
PR1/A7 Training Curriculum & Materials	Uliege + all																								
PR1/A8 Peer Review	Uliege + all																								
PR1/A9 Technical development of the English version of	IDECC																								
PR1/A10 Translations	IDECC + all																								
PR1/A11 Development of national versions of e-learning	IDECC + all																								
PR1/A12 Pilot delivery of e-learning in all countries	IDECC + all																								
PR1/A13 Improvements and finalisation of e-learning co	IDECC																								
PR2 The Greener Green Assessment Tool	Blue Room																								
PR2/A1 Development of the specifications	Blue Room																								
PR2/A2 Development of the online tool	Blue Room																								
PR2/A3 Development of the assessment questions and	Blue Room																								
PR2/A4 Peer review	Uliege + all																								
PR2/A5 Translations	Blue Room + all																								
PR2/A6 Technical integration of content	Blue Room																								
PR2/A7 Pilot Testing	Blue Room + all																								
PR2/A8 Improvements and finalisation	Blue Room + all																								
Learning Activity	ULiège																								
Joint staff training event for teachers/trainers in Liège	ULiège																								
Multiplier events																									
E1 The Greener Green Event - Girona - 30 participants	Blue Room																								
E2 The Greener Green Event - Piraeus - 30 participants	IDECC																								
E3 The Greener Green Event - Luxembourg - 30 participa	FAPEL																								
E4 The Greener Green Event - Vareia (Lesvos) 30 partici	Primary school of Vareia																								
E5 The Greener Green School Event - Girona - 30 partici	Bell-lloc School																								
E6 The Greener Green Event - Varese - 30 participants	European School of Varese																								

Page 1

Name of the project: Greener Green

PROJECT TIMETABLE

Project activity*	LEAD	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 23	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Project management activities	Blue Room																								
A1 Elaboration of a project plan	Blue Room • ALL																								
A2 Contracts with partners	Blue Room • ALL																								
A3 Set up steering committee	Blue Room • ALL																								
A4 Set up national working groups	All partners																								
A5 Set up online project management space	Blue Room																								
A6 Online coordination meetings	Blue Room • ALL																								
A7 Interim report	Blue Room • ALL																								
A8 Final report	Blue Room • ALL																								
Transnational meetings																									
M1 Kick-off meeting in Girona, Spain	Blue Room																								
M2 Final Meeting in Luxembourg	FAPEL																								
Quality assurance and evaluation activities	Uliege																								
A9 Develop Quality Assurance and Evaluation plan	Uliège																								
A10 Semester project evaluations	Uliège																								
A11 Impact analysis	Uliège																								
Dissemination and exploitation activities	FAPEL																								
A12 Develop Dissemination and Exploitation plan	FAPEL																								
A13 Partners Dissemination and exploitation strategy	FAPEL																								
A14 Development of the project identity (logos, social m	IDEC																								
A15 Development of project website	IDEC																								
A16 Development of a leaflet	IDEC																								
A17 Presentation in workshops/conferences	Uliege • all																								
A18 Publication of articles/newsletter	Uliege • all																								
A19 Social media creation and animation	FAPEL • all																								
A20 Organisation of webinars (20 teachers per country)	FAPEL • all																								

Page 1

1st YEAR ACTIVITIES

Name of the project:		Greener Green																							
		PROJECT TIMETABLE																							
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 23	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Project activity*	LEAD																								
PR1 The Greener Green training program (e-learning)	IDEC																								
PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher	Uliege																								
PR1/ A2 Desk Research	Uliege + all																								
PR1/A3 Survey- Needs Analysis	Uliege + all																								
PR1/ A4 Focus Group	Uliege + all																								
PR1/A5 National study report	Uliege + all																								
PR1/A6 Synthesis Report	Uliege																								
PR1/A7 Training Curriculum & Materials	Uliege + all																								
PR1/A8 Peer Review	Uliege + all																								
PR1/A9 Technical development of the English version of	IDEC																								
PR1/A10 Translations	IDEC + all																								
PR1/A11 Development of national versions of e-learning	IDEC + all																								
PR1/A12 Pilot delivery of e-learning in all countries	IDEC + all																								
PR1/A13 Improvements and finalisation of e-learning con	IDEC																								

PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school

Internal Check: Have you included all activities on timesheets according to the reality?

PR1: The Greener Green training program (e-learning)

PR1 The Greener Green training program (e-learning)	IDEC
PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school	Uliege
PR1/ A2 Desk Research	Uliege
PR1/A3 Survey- Needs Analysis	Uliege
PR1/ A4 Focus Group	Uliege
PR1/A5 National study report	Uliege
PR1/A6 Synthesis Report	Uliege
PR1/A7 Training Curriculum & Materials	IDEC
PR1/A8 Peer Review	Uliege
PR1/A9 Technical development of the English version of the e-learning course	IDEC
PR1/A9 Translations	IDEC
PR1/A10 Development of national versions of e-learning course	IDEC
PR1/A11 Pilot delivery of e-learning in all countries	IDEC
PR1/A12 Improvements and finalisation of e-learning course	IDEC



BUDGET - Meetings = travel

			PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	ES	12.000€	575€	45.683€	1.610€	3.000€	3.200€	66.068€
P2	IDEC	GR	6.000€	1.150€	38.833€	1.780€	3.000€	3.200€	53.963€
P3	FAPEL	LX	6.000€	575€	31.089€	1.480€	3.000€	6.000€	48.144€
P4	ULiège	BE	6.000€	575€	31.030€	0,00 €	0,00 €	0,00 €	37.605€
P5	Primary school of Vareia	GR	6.000€	3.040€	12.193€	2.670€	3.000€	0,00 EUR	26.903€
P6	Bell-lloc School	ES	6.000€	1.150€	12.193€	2.415€	3.000€	3.200€	27.958€
P7	Scuola Europea di Varese	IT	6.000€	2.300€	19.046€	2.415€	3.000€	3.200€	35.961€

Travel & SUBSISTENCE COST

- ▶ Reimbursement must be based on the existing internal rules of the beneficiary organisations and/or on the basis of actual costs (reimbursement of receipts).
- ▶ Costs may be claimed only for journeys directly connected to specific and clearly identifiable project-related activities.
- ▶ Costs for travel&subsistence are eligible up to the actual amount spent.
- ▶ **It is thus very important to keep all supporting documents**

Travel & SUBSISTENCE COST REPORTING

- ▶ **Internal Travel&subsistence policy**
- ▶ List of participants duly signed with clear identification of the activity/purpose of the journey, dates, names and functions of each of the participants in the action (e.g. beneficiary, expert, volunteer, etc.);
- ▶ Hotel bills;
- ▶ tickets (plane, train, bus, etc.) and invoices (hotels, restaurants, travel agency);
- ▶ boarding pass;
- ▶ proof that the payments have been made by the beneficiary/ies and are recorded in the accountancy.

BUDGET - Learning activity

			PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	ES	12.000€	575€	45.683€	1.610€	3.000€	3.200€	66.068€
P2	IDEC	GR	6.000€	1.150€	38.833€	1.780€	3.000€	3.200€	53.963€
P3	FAPEL	LX	6.000€	575€	31.089€	1.480€	3.000€	6.000€	48.144€
P4	ULiège	BE	6.000€	575€	31.030€	0,00 €	0,00 €	0,00 €	37.605€
P5	Primary school of Vareia	GR	6.000€	3.040€	12.193€	2.670€	3.000€	0,00 EUR	26.903€
P6	Bell-lloc School	ES	6.000€	1.150€	12.193€	2.415€	3.000€	3.200€	27.958€
P7	Scuola Europea di Varese	IT	6.000€	2.300€	19.046€	2.415€	3.000€	3.200€	35.961€

Learning, Teaching, Training Activities

- ▶ Joint staff training event for teachers/trainers in Liège, May 2023
- ▶ The total number of the participants will be 17:
 - ▶ 2 staff from Blue Room innovation, IDEC, FAPEL and Uliege
 - ▶ 3 teachers from Primary school of Vareia, Bell-lloc School and Scuola Europea di Varese
- ▶ A certificate of attendance will be issued by Uliege for every participant. Furthermore, the Europass mobility documents will be developed and signed by the sending and receiving organisations. The Europass certificate will include information about the knowledge gained and the learning outcomes of the event.

Internal Check: When we will receive?

BUDGET - Multiplier events

			PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	ES	12.000€	575€	45.683€	1.610€	3.000€	3.200€	66.068€
P2	IDEC	GR	6.000€	1.150€	38.833€	1.780€	3.000€	3.200€	53.963€
P3	FAPEL	LX	6.000€	575€	31.089€	1.480€	3.000€	6.000€	48.144€
P4	ULiège	BE	6.000€	575€	31.030€	0,00 €	0,00 €	0,00 €	37.605€
P5	Primary school of Vareia	GR	6.000€	3.040€	12.193€	2.670€	3.000€	0,00 EUR	26.903€
P6	Bell-lloc School	ES	6.000€	1.150€	12.193€	2.415€	3.000€	3.200€	27.958€
P7	Scuola Europea di Varese	IT	6.000€	2.300€	19.046€	2.415€	3.000€	3.200€	35.961€

Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	BLUE ROOM INNOVATION SL (E10185524 - Spain)	E1 The Greener Green Event - Girona	2023-12-01	2024-01-31	3000.0
2	AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (E10199796 - Greece)	E2 The Greener Green Event - Piraeus	2023-12-01	2024-01-31	3000.0
3	FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG (E10254045 - Luxembourg)	E3 The Greener Green Event - Luxembourg	2023-12-01	2024-01-31	3000.0
4	PRIMARY SCHOOL OF VAREIA (E10251114 - Greece)	E4 The Greener Green Event - Vareia (Lesvos)	2023-12-01	2024-01-31	3000.0
5	Instituto Agrario Bell-lloc del Pla SA (E10165256 - Spain)	E5 The Greener Green School Event - Girona	2023-12-01	2024-01-31	3000.0
6	Scuola Europea di Varese (E10277407 - Italy)	E6 The Greener Green Event - Varese	2023-12-01	2024-01-31	3000.0
					18000.0

30 participants with attendance list and coffe break

Multiplier Events Summary

- ▶ The objective of the multiplier event will be to present the project results and the outcomes of project activities.
- ▶ The specific objectives of the conference will be to:
 - ▶ Raise awareness about the importance of applying green practices at school level
 - ▶ Give emphasis on the impact of applying green practices in schools
 - ▶ Raise awareness about the need of equipping primary school teachers and staff with competences and skills to transform their school into a green school
 - ▶ To raise awareness of applying a self assessment methodology, which will use a 360 approach for designing future action plans
 - ▶ To pinpoint the importance of involving and engaging children into the process of transforming schools and producing an “Eco code”

The participants in the event will be 30 people from the local area.

BUDGET - Exceptional costs

			PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant
P1	BRI	ES	12.000€	575€	45.683€	1.610€	3.000€	3.200€	66.068€
P2	IDEC	GR	6.000€	1.150€	38.833€	1.780€	3.000€	3.200€	53.963€
P3	FAPEL	LX	6.000€	575€	31.089€	1.480€	3.000€	6.000€	48.144€
P4	ULiège	BE	6.000€	575€	31.030€	0,00 €	0,00 €	0,00 €	37.605€
P5	Primary school of Vareia	GR	6.000€	3.040€	12.193€	2.670€	3.000€	0,00 EUR	26.903€
P6	Bell-lloc School	ES	6.000€	1.150€	12.193€	2.415€	3.000€	3.200€	27.958€
P7	Scuola Europea di Varese	IT	6.000€	2.300€	19.046€	2.415€	3.000€	3.200€	35.961€

ORGANISATION	DESCRIPTION AND JUSTIFICATION	TOTAL COST	GRANT REQUESTED
Blue Room Innovation	Translation of PR1 and PR2 into Spanish language (5000 words * 0.08 euro/word)	4000	3200
Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia	Translation of PR1 and PR3 into Greek language (5000 words * 0.08 euro/word)	4000	3200
FAPEL	Translation of PR1 and PR4 into French language (5000 words * 0.15 euro/word)	7500	6000
Bell-lloc School	Translation of PR1 and PR7 into Catalan language (5000 words * 0.08 euro/word)	4000	3200
Scuola Europea di Varese	Translation of PR1 and PR8 into Italian language (5000 words * 0.08 euro/word)	4000	3200

Agreement

Grant agreement

Partner agreement

1st payment

Intermediate justification → January 2023 *Not all partners participated*

Intermediate feedback not received yet

2nd payment → June 2023 if all well justified



LEGAL ISSUES

Consequences of non-compliance

- ▶ The beneficiary remains fully responsible towards the Agency for compliance with the obligations resulting from the Grant Agreement and Partner Agreements signed
- ▶ If a beneficiary breaches any of its obligations under this Article, the grant may be reduced

Keeping records

- ▶ The beneficiaries must – for a period of *five* years after the payment of the balance – keep records and other supporting documentation in order to prove the proper implementation of the action and the costs they declare as eligible
- ▶ The beneficiaries must keep the original documents. Digital and digitalised documents are considered originals if they are authorised by the applicable national law. The *Agency* may accept non-original documents if it considers that they offer a comparable level of assurance

Obligation to inform

- ▶ Inform the coordinator if you want:
 - ▶ Change of bank account
 - ▶ Change of the legal representative
 - ▶ Change of contact person
 - ▶ Change in the budget
 - ▶ Other changes

WP7: PROJECT MANAGEMENT AND COORDINATION

Project management and coordination plan	15-02-2022
Progress report	30-12-2022
Progress report	30-06-23
Final report	30/12/2023



reporting

- ▶ Narrative part
 - ▶ Managed by Denisa Gibovic
- ▶ Financial part
 - ▶ Managed by Estel Guillaumes



Financing

- ▶ Maximum grant amount: 296.602,00€
- ▶ Pre-financing:
 - ▶ It will depend on grant agreement (30%)
 - ▶ Insurance 10% kept by BRI
- ▶ 2nd payment after the acceptance of the 1st intermediate report by the audit and the EC (December 22 justification and February receive) 40%
- ▶ Final payment
 - ▶ After audit and EC final report acceptance. 30%

PERIODIC FINANCIAL REPORT

- ▶ INDIVIDUAL FINANCIAL STATEMENT FROM EACH BENEFICIARY
- ▶ SUPPORTING DOCUMENTS
 - ▶ Internal policies explanations
 - ▶ Timesheets well described
 - ▶ Invoices
 - ▶ Proofs of payment...
- ▶ SEND TO estelguillaumes@blueroominnovation.com



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BUDGET



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Budget

				PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant	Percentage	Own funding
P1	Blue Room BRI	Spain		12,000.00 EUR	575.00 EUR	45,683.00 EUR	1,610.00 EUR	3,000.00 EUR	3,200.00 EUR	66,068.00 EUR	22%	800.00 EUR
P2	Aintek Sym IDEC	Greece		6,000.00 EUR	1,150.00 EUR	38,833.00 EUR	1,780.00 EUR	3,000.00 EUR	3,200.00 EUR	53,963.00 EUR	18%	800.00 EUR
P3	FAPEL	FAPEL	Luxemb	6,000.00 EUR	575.00 EUR	31,089.00 EUR	1,480.00 EUR	3,000.00 EUR	6,000.00 EUR	48,144.00 EUR	16%	1,500.00 EUR
P4	ULiège	ULiège	Belgium	6,000.00 EUR	575.00 EUR	31,030.00 EUR	0.00 EUR	0.00 EUR	0.00 EUR	37,605.00 EUR	13%	0.00 EUR
P5	Primary scf	Primary s	Greece	6,000.00 EUR	3,040.00 EUR	12,193.00 EUR	2,670.00 EUR	3,000.00 EUR	0.00 EUR	26,903.00 EUR	9%	0.00 EUR
P6	Bell-Iloc Scf	Bell-Iloc s	Spain	6,000.00 EUR	1,150.00 EUR	12,193.00 EUR	2,415.00 EUR	3,000.00 EUR	3,200.00 EUR	27,958.00 EUR	9%	800.00 EUR
P7	Scuola Eurc	Scuola E	Italy	6,000.00 EUR	2,300.00 EUR	19,046.00 EUR	2,415.00 EUR	3,000.00 EUR	3,200.00 EUR	35,961.00 EUR	12%	800.00 EUR
				48,000.00 EUR	9,365.00 EUR	190,067.00 EUR	12,370.00 EUR	18,000.00 EUR	18,800.00 EUR	296,602.00 EUR		



THANK YOU FOR YOUR ATTENTION



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**GREENER
GREEN**

ANNEX 4 - Greener Green project management consmeeting Liege 2023

D3 Learning activity , training Uliege





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Greener Green schools: Developing sustainability practices in primary schools

2021-1-ES01-KA220-SCH-000032687

Liege, June 2023

The objectives of the Greener Green project

- ▶ To **train teachers** on the principles of sustainability, environmentally friendly, innovative practices to prepare learners and school staff to become true agents of change.
- ▶ To **enhance teachers and pupils' digital skills** by training them on how to use and employ an online platform to implement real-life projects, plans and objectives towards a greener school.
- ▶ To **teach pupils** how to identify and adapt the values of a greener, sustainable Europe and how they can track their actions and progress through an innovative digital tool.
- ▶ To **make pupils' families and Communities' more aware** of the necessity of a greener and sustainable Europe that starts for the school that their own child attends, to transform the intangible values to tangible and rewarding actions.
- ▶ To assist, on a local and European level, the European Commission's need to actively **involve its citizens** in its priorities.

Specific objectives

- ▶ Our project aims at installing the values of a greener world from the start:
 - ▶ to pupils of primary schools (6-12years old),
 - ▶ their teachers, and
 - ▶ their families and local community
- ▶ The Greener Green project will provide all these target groups with an Evaluation and Assessment tool on:
 - ▶ how “green” their school is, action plans, training, lesson plans for teachers and even a fun platform where very young children can record their green actions, get rewarding praise and motivation to continue!
- ▶ The main goal of this project is to:
 - ▶ supply teachers and pupils of primary schools and their families with a **quality digital assessment process** of how “green” is their school and
 - ▶ **how they can practically implement concrete changes to improve it in that respect,**
 - ▶ support teachers with the **necessary training** to establish and maintain green practices at their school and
 - ▶ provide all with a **digital platform for cooperation and motivation** to embrace changes at an everyday level.

PROJECT PARTNERS

OID	Legal name	Country	Region	City	Website
E10185524	BLUE ROOM INNOVATION SL	Spain	Cataluña	BARCELONA	https://www.bluroominnovation.com/en/
E10199796	AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFISI ANONYMI ETAIREIA	Greece	Αττική (Attiki)	PEIRAIAS	http://www.idec.gr
E10254045	FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG	Luxembourg	31046827	LUXEMBOURG	WWW.FAPEL.LU
E10209384	UNIVERSITE DE LIEGE	Belgium	Prov. Liège	LIEGE	www.uliege.be
E10251114	PRIMARY SCHOOL OF VAREIA	Greece	Βόρειο Αιγαίο (Voreio Aigaio)	MYTIAHNH	
E10165256	Instituto Agrario Bell- lloc del Pla SA	Spain	Cataluña	Girona	www.bell-lloc.org
E10277407	Scuola Europea di Varese	Italy	Lombardia	Varese	www.eurscva.eu

Main project results 1

PR1 The Greener Green training program (e-learning) for teachers to learn

- how to **use the Assessment Tool**,
- how to **implement changes**,
- how to **make their school greener** regarding:
 - its physical environment,
 - its everyday practices,
 - its teaching curricula and
 - the communication and implementation of these practices to pupils.

This program will instruct teachers on:

- how to carry out the Sustainability and Green practices audit,
- how to monitor and evaluate actions at the school,
- how to engage and involve pupils and members of the school staff,
- how to produce an “Eco code” for the school and
- how to administer the digital rewards of the Assessment Tool to classes, in an inclusive and motivational manner.



Main project results 2

▶ PR2 The Greener Green Assessment Tool

- ▶ A digital evaluation tool which will
 - ▶ **include questionnaires for teachers and school staff** regarding their practices,
 - ▶ evaluate them and provide **feedback on scoring, suggestions for improvement** and **action plans** according to the score.

▶ The tool will be

- ▶ evaluating the **status quo of the school** regarding **good practices and practices that need improvement**,
- ▶ give **suggestions and transfer know-how** regarding specific areas such as a Sustainability Audit,
- ▶ an **Action Plan and the formation of a “Green committee”** for teachers and another one for pupils.
- ▶ It will incorporate the **“Green Positive Reinforcement”** system where classes will be able to record their practices and get motivating rewards such as the class’ **“Green flag”**.
- ▶ The tool will be a **360 free tool** for all schools to start and implement their green – digital transformation.

Main project results 3

TRAINING: C1 Training of Trainers on how to use the training programme and the Assessment Tool with the participation of 2 teachers/trainers per partner organisation (14 participants in total).

WEBINARS: 3 Webinars focusing on the project results, their application and project awareness.

WORKSHOPS: Organisation of seven **(7) local teachers' workshops (Piloting PRs) with ten (10) participants per partner (70 teachers in total)**

Organisation of 6 multiplier events:

E1 The Greener Green Event - Girona -30 participants

E2 The Greener Green Event - Piraeus - 30 participants

E3 The Greener Green Event - Luxembourg – 30 participants

E4 The Greener Green Event - Vareia (Lesvos) 30 participants

E5 The Greener Green School Event – Girona 30 participants

E6 The Greener Green Event - Varese - 30 participants

Project Dissemination and Exploitation activities:

- Dedicated accounts for the Greener Green in Facebook and Instagram.
- Presentations to associated partners and stakeholders.
- Articles in digital and printed Media that are relevant to the project's results and their aspects.
- An article in School Education Gateway.

PROJECT STRUCTURE AND DETAILED WORK PLAN



Main Project Stages 1

- ▶ Stage 1 is the preparation and research stage (M1- M6).
 - ▶ After the kickoff meeting in Girona, the responsible partners will develop the **project management plan, the quality assurance plan, the evaluation methodology and tools and the dissemination plan.**
 - ▶ Partners will also create the **graphical identity** of the project, the logo and leaflet as well as the project webpage and the social media accounts. Word and Powerpoint template will be created.
 - ▶ The **dissemination strategy and necessary activities of dissemination** will be set. Also, the initial version of the exploitation strategy will be delivered.
 - ▶ ULiège will deliver the **Design of Methodology** for identifying competences and digital skills for the "green" teacher and best practices for a green school. According to this Methodology, **all partners will conduct in depth research, which will consist of desk research, online surveys and Needs Analysis and Focus Groups.** Partners will deliver their National reports, which will be combined to one final Synthesis report done by ULiège .

Main Project Stages 2

- ▶ Stage 2 is the implementation stage (M7-M23).
- ▶ Semester and interim **progress reports** comprising of the Implementation, Quality Assurance, Dissemination and Exploitation and Financial reports
- ▶ **Evaluation** of the project progress,
- ▶ **Dissemination** the project in workshops, meetings and training, project's social media, newsletters and update the exploitation strategy.
- ▶ **Technical development of the English version of the e-learning course**, translate it to **national languages**, implement **the pilot testing during a Joint staff training event for teachers/trainers in Liège** and finally apply improvements and finalise it.
- ▶ Simultaneously, the **Greener Green Assessment Tool will be created under the specifications of Blue room**, the creation of questions included and necessary content, **the peer review and the pilot testing during the training event in Liège.**

Main Project Stages 3

- ▶ Stage 3 will finalise the project.
- ▶ final project report, the final evaluation and quality assurance report of the project, and the impact analysis.
- ▶ Dissemination activities which will ensure sustainability will be intensified at this stage which all includes the multiplier events.
- ▶ Regarding project results, partners will perform the final improvements and finalize the e-learning course and the Assessment Tool.

PR1: The Greener Green training program (e-learning)

- ▶ **Estimated Start Date** (02-2022)
- ▶ **Estimated End Date** (01-2024)
- ▶ **Duration:** 24 months
- ▶ **Country of activity** All countries of participating organisations: Belgium, Spain, Greece, Italy and Luxemburg.
- ▶ **Lead Partner** IDEC
- ▶ **Contributing partners** ALL PARTICIPATING ORGANISATIONS



PR1: The Greener Green training program (e-learning)

PR1 The Greener Green training program (e-learning)	IDEC
PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school	Uliege
PR1/ A2 Desk Research	Uliege
PR1/A3 Survey- Needs Analysis	Uliege
PR1/ A4 Focus Group	Uliege
PR1/A5 National study report	Uliege
PR1/A6 Synthesis Report	Uliege
PR1/A7 Training Curriculum & Materials	IDEC
PR1/A8 Peer Review	Uliege
PR1/A9 Technical development of the English version of the e-learning course	IDEC
PR1/A9 Translations	IDEC
PR1/A10 Development of national versions of e-learning course	IDEC
PR1/A11 Pilot delivery of e-learning in all countries	IDEC
PR1/A12 Improvements and finalisation of e-learning course	IDEC



PR1 in numbers

Desk research, Surveys for Needs Analysis and Focus Groups.

- **Analytically per partner:**
 - **20 online surveys completed by equivalent teachers (140 surveys in total),**
 - **one Focus composed by 5 teachers (35 participants in all countries)**
 - **one Focus group composed by 5 pupils 6-12 years old**
 - **one Focus group of their parents (10 participants x 7 partners = 70 participants in all countries).**
 - **5 best practices per country (35 best practices in total),** will be included in the Desk Research.
- **The Pilot delivery** will be done initially to partner representatives attending the Training activity in Liège and after that, online to **10 teachers per partner country (5 countries x 10=50 teachers reviews)** and after their observations and comments, Improvements and finalization will be done by IDEC.
- The Greener Green training program (e-learning) is expected to include **7 Modules of, at least, 4 hours of training (28 hours in total).**



PR 2: The Greener Green Assessment Tool

- ▶ **Estimated Start Date (07-2022)**
- ▶ **Estimated End Date (01-2024)**
- ▶ **Duration: 19 months**
- ▶ **Country of activity All countries of participating organisations**
- ▶ **Lead Partner BRI**
- ▶ **Contributing partners ALL PARTICIPATING ORGANISATIONS**



PR 2: The Greener Green Assessment Tool

- ▶ The Greener Green Assessment Tool is an innovative digital evaluation tool which will
 - ▶ include questionnaires for teachers and school staff regarding their practices,
 - ▶ evaluate them and provide feedback on scoring,
 - ▶ make suggestions for improvement and action plans according to the score.
- ▶ The tool will be
 - ▶ evaluating the status quo of the school regarding good practices and practices that need improvement,
 - ▶ will give suggestions and transfer knowhow regarding specific areas such as a Sustainability Audit,
 - ▶ an Action Plan and the formation of a “Green committee” for teachers and another one for pupils to implement positive changes.



PR 2: The Greener Green Assessment Tool

- ▶ The Tool will also host the e learning training course for teachers (PR1) on how to implement green education methodology and curricula and how to implement better practices for a greener school.
- ▶ Its most unique, interactive and motivational feature is the possibility for pupils to log in, record their improved green practices and receive positive reinforcement through digital “awards” or digital “praise”.
- ▶ This platform will be a 360 tool for all European primary schools to start and implement their green –digital transformation.

PR 2: The Greener Green Assessment Tool

PR2 The Greener Green Assessment Tool	Blue Room
PR1/A1 Development of the specifications	Blue Room
PR2/A2 Development of the online tool	Blue Room
PR2/A3 Development of the assessment questions and positive reinforcement	Blue Room
PR2/A4 Peer review	Uliece
PR2/A5 Translations	Blue Room
PR2/A6 Technical integration of content	Blue Room
PR2/A7 Pilot Testing	Blue Room
PR2/A8 Improvements and finalisation	Blue Room

PR 2: The Greener Green Assessment Tool

- ▶ Starting from M6 Blue Room will develop the specifications: features of the tool and its technical characteristics.
- ▶ Development of the online tool (Blue Room), which will decide what are the necessary visual features to be included and how to make the tool more functional and reliable.
- ▶ The tool will be hosted in a platform along with PR1 and will be free and easily accessible to all.
- ▶ At the same time, the coordinator will lead the development of the assessment questions and positive reinforcement rewards system with the contribution of all partners.
- ▶ The Tool will pass from a Peer review during the Training activity in Liège along with the Peer review of PR1 and will be supervised by ULiège.

Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	BLUE ROOM INNOVATION SL (E10185524 - Spain)	E1 The Greener Green Event - Girona	2023-12-01	2024-01-31	3000.0
2	AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFISI ANONYMI ETAIREIA (E10199796 - Greece)	E2 The Greener Green Event - Piraeus	2023-12-01	2024-01-31	3000.0
3	FEDERATION DES ASSOCIATION DE PARENTS D'ELEVES DU LUXEMBOURG (E10254045 - Luxembourg)	E3 The Greener Green Event - Luxembourg	2023-12-01	2024-01-31	3000.0
4	PRIMARY SCHOOL OF VAREIA (E10251114 - Greece)	E4 The Greener Green Event - Vareia (Lesvos)	2023-12-01	2024-01-31	3000.0
5	Instituto Agrario Bell-lloc del Pla SA (E10165256 - Spain)	E5 The Greener Green School Event - Girona	2023-12-01	2024-01-31	3000.0
6	Scuola Europea di Varese (E10277407 - Italy)	E6 The Greener Green Event - Varese	2023-12-01	2024-01-31	3000.0
					18000.0

Multiplier Events Summary

- ▶ The objective of the multiplier event will be to present the project results and the outcomes of project activities.
- ▶ The specific objectives of the conference will be to:
 - ▶ Raise awareness about the importance of applying green practices at school level
 - ▶ Give emphasis on the impact of applying green practices in schools
 - ▶ Raise awareness about the need of equipping primary school teachers and staff with competences and skills to transform their school into a green school
 - ▶ To raise awareness of applying a self assessment methodology, which will use a 360 approach for designing future action plans
 - ▶ To pinpoint the importance of involving and engaging children into the process of transforming schools and producing an “Eco code”

The participants in the event will be 30 people from the local area.

Learning, Teaching, Training Activities

- ▶ Joint staff training event for teachers/trainers in Liège, April 2023
- ▶ The total number of the participants will be 17:
 - ▶ 2 staff from Blue Room innovation, IDEC, FAPEL and Uliege
 - ▶ 3 teachers from Primary school of Vareia, Bell-lloc School and Scuola Europea di Varese
- ▶ A certificate of attendance will be issued by Uliege for every participant. Furthermore, the Europass mobility documents will be developed and signed by the sending and receiving organisations. The Europass certificate will include information about the knowledge gained and the learning outcomes of the event.

- ▶ The activity will be divided into two phases.
 - ▶ In the first phase, participants are going to follow and test the elearning course. The agenda of the 1st phase will include:
 - ▶ Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
 - ▶ Making your school greener: how to implement changes
 - ▶ Why carry out a sustainability and Green practices audit
 - ▶ Instructions on how to assess the practices of your school
 - ▶ Engaging and involving pupils and staff
 - ▶ "Eco code" for your school
 - ▶ In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation. The aim will be to show participants how to use the Assessment tool and implement the 360 assessment. The agenda of the 2nd stage will include:
 - ▶ The Greener Green Assessment Tool (presentation of the tool).
 - ▶ Questionnaires for teachers
 - ▶ Questionnaires for school staff
 - ▶ How to identify practices that need improvement
 - ▶ How to use suggestions provided by the tool
 - ▶ Developing an action plan
 - ▶ The "Green committee"
 - ▶ How to transfer the know-how

QUALITY ASSURANCE AND EVALUATION

- ▶ **Estimated Start Date (02-2021)**
- ▶ **Estimated End Date (01-2024)**
- ▶ **Duration: 24 months**
- ▶ **Country of activity All countries of participating organisations**
- ▶ **Lead Partner ULiege**
- ▶ **Contributing partners ALL PARTICIPATING ORGANISATIONS**



QUALITY ASSURANCE AND EVALUATION

- ▶ Quality Assurance and Evaluation plan: This is going to be delivered in M1 and M2 and it will be presented in the Kick off meeting.
- ▶ Semester project evaluations: Every 6 months M6, M12, M18 and M24
- ▶ Impact analysis: In the last months of the project, M23 and M24, ULiège will develop the final impact analysis, based on the results from the piloting phase of the project and the evaluation of the results by participants. The impact analysis will be published and promoted through the webpage of the project.



QUALITY ASSURANCE AND EVALUATION

Quality and Assessment Plan	03-02-2022
Evaluation Reports	M6, M12, M24
Impact Analysis	01-2024



COMMUNICATION AND DISSEMINATION

- ▶ **Estimated Start Date (01-2022)**
- ▶ **Estimated End Date (01-2024)**
- ▶ **Duration: 24 months**
- ▶ **Country of activity All countries of participating organisations**
- ▶ **Lead Partner FAPEL**
- ▶ **Contributing partners ALL PARTICIPATING ORGANISATIONS**



COMMUNICATION AND DISSEMINATION

- 1) Disseminating the project outcomes and activities among the stakeholders
- 2) Communicating and promoting the Project, its brand and results to the relevant public at national, European and International levels
- 3) Raising awareness on the social inclusion related issues (immigrants and schools)
- 4) Ensuring the impact of the project results



COMMUNICATION AND DISSEMINATION

FAPEL will be responsible for delivering timely the Dissemination semester report and the final report on the matter. Indicators:

- ▶ Development of a project dissemination strategy (M1-M2)
- ▶ 2 Reports about dissemination activities (M12, M24)

Dissemination indicators:

- ▶ Delivery of 3 webinars with 20 participating teachers each (60 teachers total)
- ▶ Stakeholders database: 200 contacts per partner (total 1400)
- ▶ 1000 visits to the project website
- ▶ 5 newsletters with 1400 recipients (total 7.000)
- ▶ 4 presentations per partner in workshops/meetings (total 28)
- ▶ Followers in Facebook account 500
- ▶ 2 posts per month on the Facebook account.



WP5: COMMUNICATION AND DISSEMINATION

Dissemination and exploitation activities	FAPEL
A12 Develop Dissemination and Exploitation plan	FAPEL
A13 Partners Dissemination and exploitation strategy	FAPEL
A14 Development of the project identity (logos, social media)	IDEC
A15 Development of project website	IDEC
A16 Development of a leaflet	IDEC
A17 Presentation in workshops/conferences	Uliege
A18 Publication of articles/newsletter	Uliege
A19 Social media creation and animation	FAPEL
A20 Organisation of webinars (20 teachers per country)	FAPEL



SUSTAINABILITY

- ▶ The results that will be maintained with the responsibility of all partners for 5 years after the conclusion of the project are:
- ▶ The Greener Green Assessment Tool.
- ▶ The Greener Green training program (elearning) for teachers.
- ▶ Both will be uploaded on a platform devoted to the Greener Green project.



PROJECT MANAGEMENT AND COORDINATION

- ▶ **Estimated Start Date (01-2022)**
- ▶ **Estimated End Date (01-2024)**
- ▶ **Duration: 24months**
- ▶ **Country of activity All countries of participating organisations**
- ▶ **Lead Partner BRI**



PROJECT MANAGEMENT AND COORDINATION

Overall management

- ▶ Preparation and sign of the Partnership Agreement
- ▶ Elaboration of Project Management and Coordination Plan resulting in a project action plan, being a tool for coordination and supervision of the activities and time plan with milestones for completing the necessary tasks. It will include an internal communication strategy and a risk and contingency plan, both contributing to the smooth implementation of the project's activities. Finally, it will ensure respect of deadlines and deal with any disputes.
- ▶ Management of financial aspects (checking of cost statements, budgetary follow-up and monitoring, etc.), monitor and record time spent by personnel and costs incurred, manage and provide progress reports and cost statements to the Commission as appropriate and liaise with Commission and Agency staff.



PROJECT MANAGEMENT AND COORDINATION

Project management meetings.

- ▶ 1 Kick-off meeting in Girona, Spain
- ▶ 2 M2 Final Meeting in Luxembourg



WP7: PROJECT MANAGEMENT AND COORDINATION

Project management and coordination plan	15-02-2022
Progress report	
Progress report	
Progress report	



RESULTS AND TIMETABLE

ID	Activity Type	Starting period	End of Period	Activity Title
1	Project Results	2022-02	2024-01	PR1 The Greener Green training program (e-learning)
2	Transnational Project Meeting	2022-02	2022-02	Kick-off meeting in Girona, Spain
3	Project Results	2022-07	2024-01	PR2 The Greener Green Assessment Tool
4	Learning Teaching Activities	2023-04	2023-04	Joint staff training event for teachers/trainers in Liège
5	Multiplier Event	2023-12	2024-01	E1 The Greener Green Event - Girona
6	Multiplier Event	2023-12	2024-01	E2 The Greener Green Event - Piraeus
7	Multiplier Event	2023-12	2024-01	E3 The Greener Green Event - Luxembourg
8	Multiplier Event	2023-12	2024-01	E4 The Greener Green Event - Vareia (Lesvos)
9	Multiplier Event	2023-12	2024-01	E5 The Greener Green School Event - Girona
10	Multiplier Event	2023-12	2024-01	E6 The Greener Green Event - Varese
11	Transnational Project Meeting	2024-01	2024-01	M2 Final Meeting in Luxembourg



Risks

- ▶ Countries present different needs or specificities
- ▶ The Assessment Tool is not relevant
- ▶ Schools not interested in participating in the project
- ▶ Teachers do not have enough knowledge to develop the pilot actions
- ▶ Schools do not have enough resources to implement the pilot actions
- ▶ Partners do not have real intention to exploit the project results
- ▶ Pandemic issues

BUDGET



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Budget

				PMI	Meetings	Staff	Learning activity	Multiplier	Exceptional	Total grant	Percentage	Own funding
P1	Blue Room BRI	Spain		12,000.00 EUR	575.00 EUR	45,683.00 EUR	1,610.00 EUR	3,000.00 EUR	3,200.00 EUR	66,068.00 EUR	22%	800.00 EUR
P2	Aintek Sym IDEC	Greece		6,000.00 EUR	1,150.00 EUR	38,833.00 EUR	1,780.00 EUR	3,000.00 EUR	3,200.00 EUR	53,963.00 EUR	18%	800.00 EUR
P3	FAPEL	FAPEL	Luxemb	6,000.00 EUR	575.00 EUR	31,089.00 EUR	1,480.00 EUR	3,000.00 EUR	6,000.00 EUR	48,144.00 EUR	16%	1,500.00 EUR
P4	ULiège	ULiège	Belgium	6,000.00 EUR	575.00 EUR	31,030.00 EUR	0.00 EUR	0.00 EUR	0.00 EUR	37,605.00 EUR	13%	0.00 EUR
P5	Primary scf	Primary s	Greece	6,000.00 EUR	3,040.00 EUR	12,193.00 EUR	2,670.00 EUR	3,000.00 EUR	0.00 EUR	26,903.00 EUR	9%	0.00 EUR
P6	Bell-Iloc Scf	Bell-Iloc s	Spain	6,000.00 EUR	1,150.00 EUR	12,193.00 EUR	2,415.00 EUR	3,000.00 EUR	3,200.00 EUR	27,958.00 EUR	9%	800.00 EUR
P7	Scuola Eurc	Scuola E	Italy	6,000.00 EUR	2,300.00 EUR	19,046.00 EUR	2,415.00 EUR	3,000.00 EUR	3,200.00 EUR	35,961.00 EUR	12%	800.00 EUR
				48,000.00 EUR	9,365.00 EUR	190,067.00 EUR	12,370.00 EUR	18,000.00 EUR	18,800.00 EUR	296,602.00 EUR		



ACHIEVED RESULTS

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the page, creating a modern, layered effect. The text 'ACHIEVED RESULTS' is positioned on the left side of the page, centered vertically, in a bold, green, sans-serif font.



MINISTERIO
DE UNIVERSIDADES



**Formulario de informe intermedio
Convocatoria: 2021
Erasmus +Acción clave 2
Asociaciones de cooperación**

Identificación del proyecto

Tipo de acción	KA220 - Asociaciones de cooperación
Número de referencia del proyecto	2021-1-ES01-KA220-SCH-000032687
Título del proyecto	Greener Green schools: Developing sustainability practices in primary schools
Nombre completo de la institución coordinadora	Blue Room Innovation SL
Persona de Contacto (nombre, apellido y dirección de correo electrónico)	Denisa Gibovic info@blueroominnovation.com
Periodo del informe (dd/mm/aaaa – dd/mm/aaaa)	01/02/2022 – 31/01/2023

Resume done & to be done

- ▶ 3 transnational meetings: 1 realized so far.
- ▶ Progress reports (at least 2): 1 realized so far.
- ▶ Number of partners' staff and volunteers involved in project planning and implementation: at least 30 persons. Realized and ongoing.
- ▶ Number of partners' female staff and trainers involved in project planning and implementation: at least 15 persons. Realized and ongoing.
- ▶ Number of dissemination activities at local, regional, and international level (1 project website, EPALE, official project social networks accounts.) Ongoing.

To be realized in the 2nd project year according to the initial planning:

- ▶ Number of partners' young staff and trainers involved in project planning and implementation: at least 10 persons.
- ▶ Number of intellectual outputs: 12 reports, 1 toolkit, 1 e-learning platform, 1 integrated training program, 7 curricula, training methods, tools, and basic teaching material for a series of training courses -customized to the special needs of the beneficiaries.
- ▶ Number of trainers involved directly in project activities such as multiplier events (at least 150 persons)
- ▶ Number of stakeholders involved in project activities (at least 4 per territory 28 in total).

THANK YOU FOR YOUR ATTENTION



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GREENER GREEN

ANNEX 5 - EVALUATION REPORT GreenerGreen_LTTA

D3 Learning activity , training Uliege



Greener Green Learning Teaching Training Activity

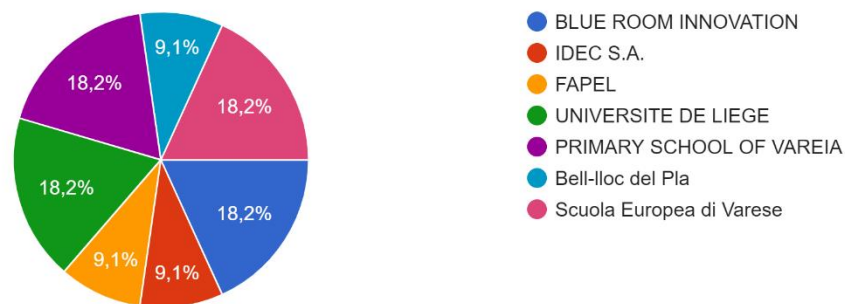
Evaluation report

Liege, 30 May - 1 June

1. LTTA Evaluation report

Please select your organisation

11 respuestas



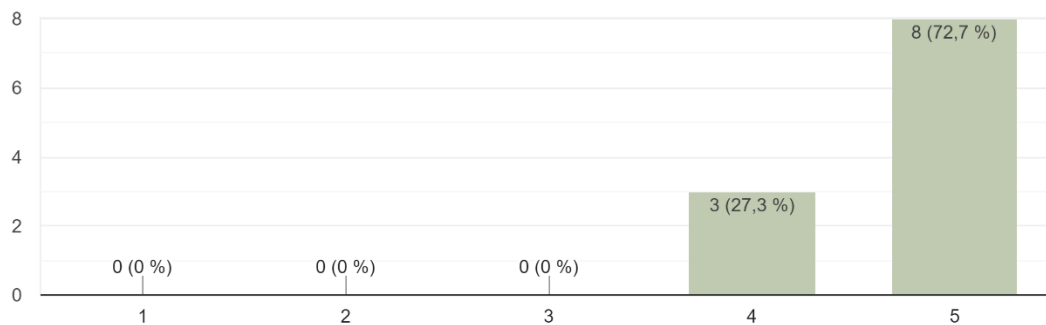
In total, 11 people participated in the evaluation of the learning activity of Greener Green project: 2 from Blue Room Innovation, 1 from IDEC, 1 from FAPEL, 2 from Universite de Liege, 2 from Primary school of Vareia, 1 from Bell-Iloc del Pla and 2 from Scuola Europea di Varese.

1.1. Overall evaluation of LTTA

Question 1. How would you evaluate the overall learning experience of the LTTA in Liege?

How would you evaluate the overall learning experience of the LTTA in Liege?

11 respuestas

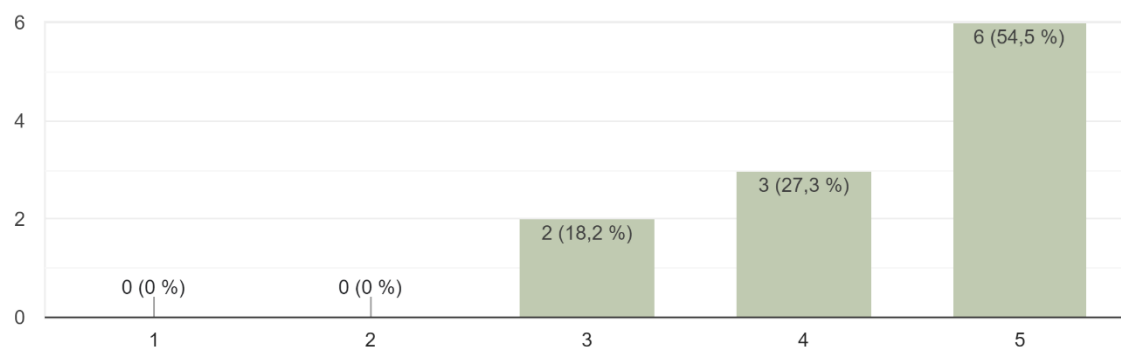


The overall learning experience of the LTTA has been really positive. The participants evaluated the experience with the highest score.

Question 2. Did you find the programme useful for your profession?

Did you find the programme useful for your profession?

11 respuestas

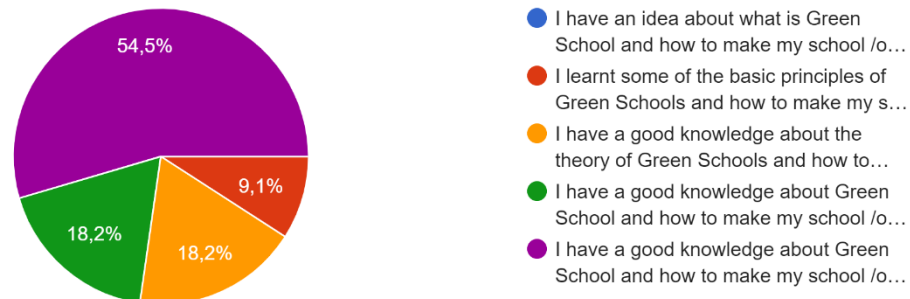


Most of the participants evaluated positively with the highest score the utility of the programme for their profession.

Question 3. After completing this course which of the following describes best your level of competence?

After completeting this course which of the following describes best your level of competence?

11 respuestas



The participants were asked to evaluate their level of competence after completing this course based on the following statements:

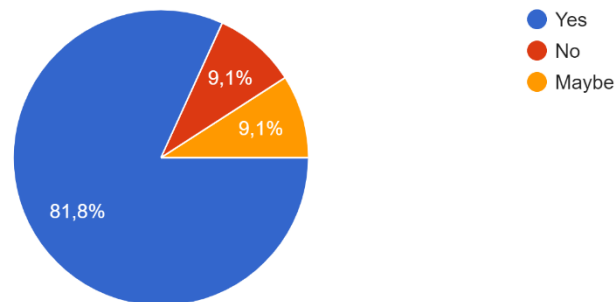
- I have an idea about what is Green School and how to make my school/organisation more green.
- I learnt some of the basic principles of Green Schools and how to make my school/organisation more green.
- I have a good knowledge about the theory of Green Schools and how to make my school/organisation more green.
- I have a good knowledge about Green School and how to make my school/organisation more green and I can implement in practice.
- I have a good knowledge about Green School and how to make my school /organisation more green and I can transfer it to others.

6 participants answered that they have a good knowledge about Green School, how to make their school /organisation more green and that they are able to transfer it to others. 2 participants answered the statement **“I have a good knowledge about the theory of Green Schools and how to make my school/organisation more green”** and another 2 the statement **“I have a good knowledge about Green School and how to make my school/organisation more green and I can implement in practice”**. Just 1 partner chose this option: **“I learnt some of the basic principles of Green Schools and how to make my school/organisation more green”**.

Question 4. Will you use any of the information/techniques/tools that you acquired during the course, in your professional life?

Will you use any of the information/techniques/tools that you acquired during the course, in your professional life?

11 respuestas

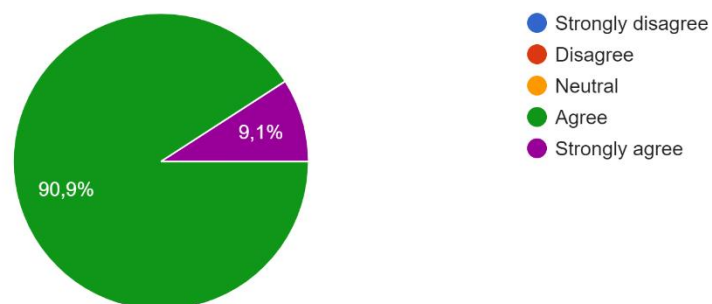


Most of the participants (9) chose the option “**Yes**” meaning that they would use the information/techniques/tools that they acquired during the course, in their professional life. 1 partner answered “**No**” and another one “**Maybe**”.

Question 5. Was the training practical and easy-to-follow?

Was the training practical and easy-to-follow?

11 respuestas



The majority of the participants (10) chose the option “**Agree**” and 1 partner “**Strongly agree**”.

Question 6. Which part of the training did you find the most interesting?

The participants answered the following:

- Visit at the Green school
- Visit of the school
- The covering of both the micro level (my land) and the macro one (my globe), or project management and management of activities related to different fields of activity in green schools (e.g. healthy food, sports, school gardens etc.).
- The visit of the ST-Véronique School

- Visit the school Maternelle, share experience on modules related on the teachers' point of view
- Information from another structure/administrative information
- Assessing the school green framework under 14001 iso which gives the process a fair reliability and generates a tool to build further on
- Exchange of good practice
- Visit to Green school
- Visiting the school
- The presentations of modules 5 and 7 and the school visit

Most participants agreed that the visit to the school was the most interesting activity of the training.

Question 7. Which part of the training did you find the least interesting?

The participants answered the following:

- None
- I found all parts interesting
- Administrative stuffs
- Sustainable food can be highly criticised by vegan or vegetarian users
- School green strategy & assessment
- Long presentation
- Bureaucracy

6 participants answered that they didn't find any part of the training not interesting.

Question 8. Please share your comments and suggested improvements

The following suggestions were made:

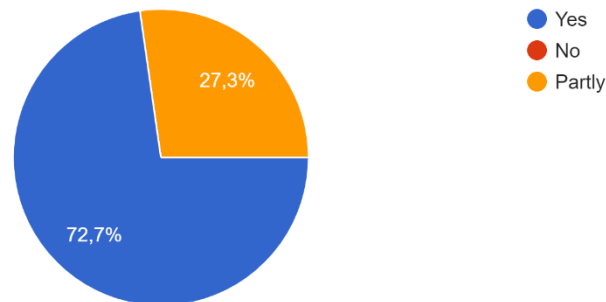
- I would have loved to go through more concrete examples of 14001 iso remarks & given answers by the school
- Transfer from school to university was not organized and no organization for lunch and we arrived late with different cars. Better organize all group together and if there is few time to it organize it in an efficient way
- More best practices examples to be shown; more interactive exercises
- More time with teachers to share good practices which we could apply in our school
- Cooperation between the school unit through online meetings
- None
- Nothing special
- More focus on main point
- Better think about the schedule. Not all participants have the same customs and ways of doing things.
- Some are doing a lot, interesting to share
- More good practices and examples are important

Many participants (4) mentioned that they would have liked to have more good practices and examples. Also 2 something would like better management of the schedule and organization of the visit to the school.

Question 9. Was this training motivational for you?

Was this training motivational for you?

11 respuestas

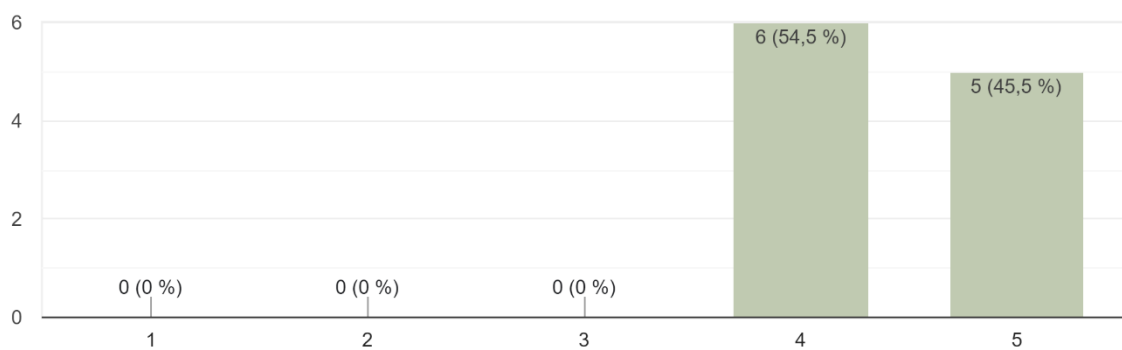


Most management answered “**Yes**”, meaning that this training was motivational for them. Other 3 chose the option “**Partly**”.

Question 10. Did the quality of the course meet your expectations?

Did the quality of the course meet your expectations?

11 respuestas

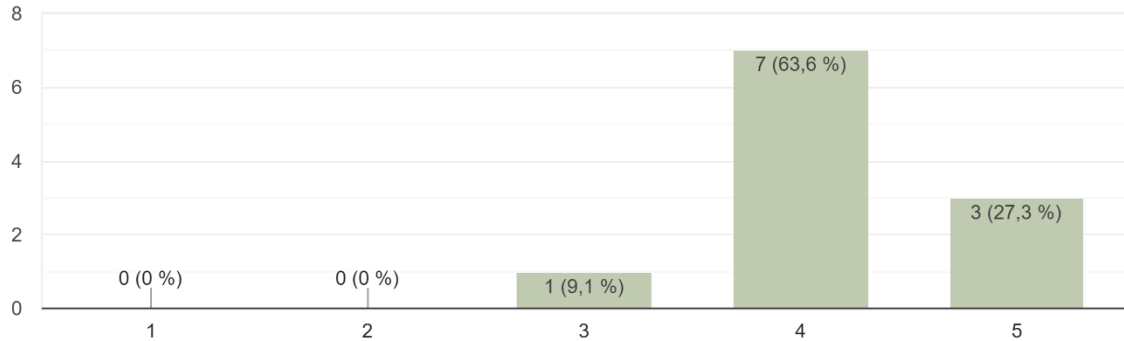


The participants evaluated positively the quality of the course.

Question 11. Was the venue suitable for the training programme?

Was the venue suitable for the training programme?

11 respuestas

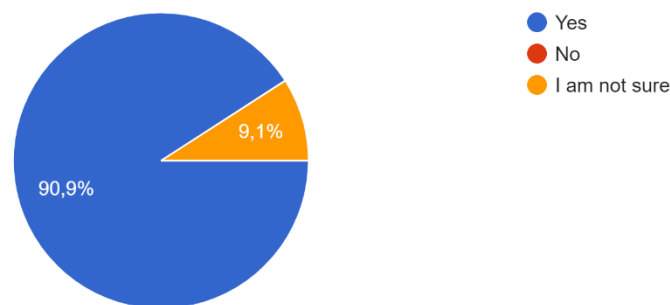


The overall evaluation of the venue was positive and suitable for the training programme.

Question 12. Are you ready to apply Green School transformation and make your school/organisation more green as a result of attending this course?

Are you ready to apply Green School transformation and make your school /organisation more green as a result of attending this course?

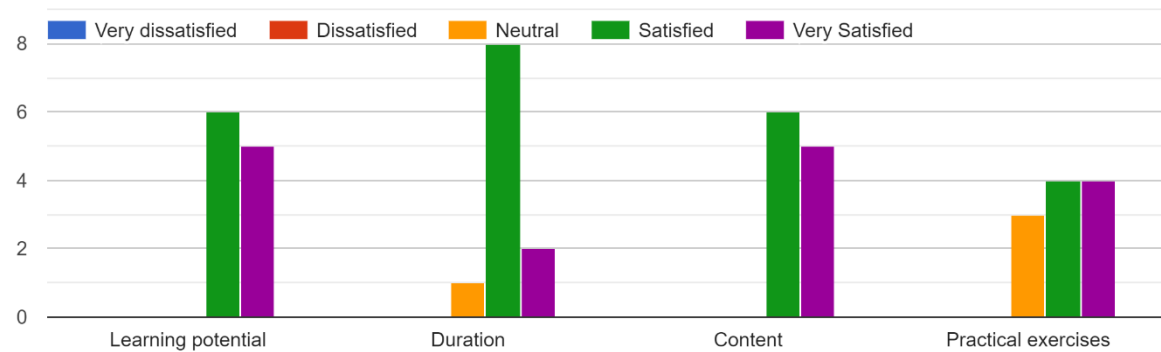
11 respuestas



Most of the participants (10) answered “Yes”. Only 1 partner chose the option “I am not sure”.

Question 13. Please rate your satisfaction regarding the course' s...

Please rate your satisfaction regarding the course' s ...



The participants had to rate their satisfaction based on:

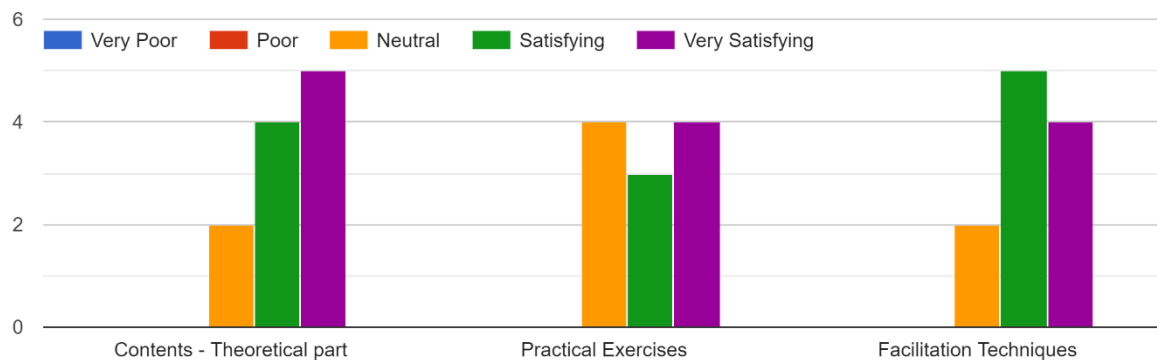
- Learning potential
- Duration
- Content
- Practical exercises

Regarding the learning potential, 5 participants chose the option “**Very satisfied**” and 6 “**Satisfied**”. For duration of the course, 2 participants answered “**Very satisfied**”, 8 chose “**Satisfied**” and 1 “**Neutral**”. When talking about the content of the course, 5 participants the option “**Very satisfied**” and 6 “**Satisfied**”. Finally, for practical exercises, 4 participants answered “**Very satisfied**”, another 4 chose “**Satisfied**” and 3 “**Neutral**”.

1.2. Days of Training

Question 1. Please evaluate Day 1 regarding the...

Please evaluate Day 1 regarding the...



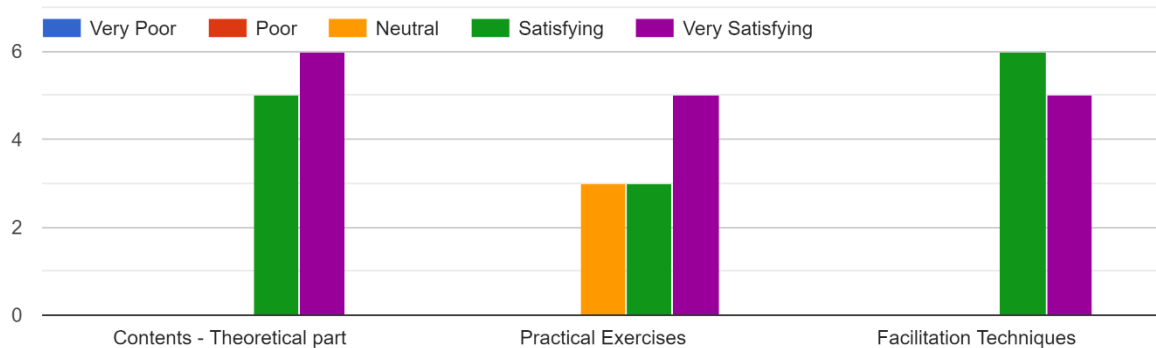
The participants had to rate day 1 of the training based on:

- Contents – Theoretical part
- Practical exercises
- Facilitation Techniques

Regarding the contents and theoretical part of the 1st day of the training, 5 participants answered “**Very satisfying**”, 4 chose the option “**Satisfying**” and 2 “**Neutral**”. For practical exercises of the training, 4 chose the option “**Very satisfying**”, 3 answered “**Satisfying**” and 4 “**Neutral**”. In the facilitation techniques of the training, 4 answered “**Very satisfying**”, 5 chose “**Satisfying**” and 2 “**Neutral**”.

Question 2. Please evaluate Day 2 regarding the...

Please evaluate Day 2 regarding the...



The participants had to rate day 2 of the training based on:

- Contents – Theoretical part
- Practical exercises
- Facilitation Techniques

Regarding the contents and theoretical part of the 2nd day of the training, 6 participants answered “**Very satisfying**” and 5 chose the option “**Satisfying**”. For practical exercises of the training, 5 chose the option “**Very satisfying**”, 3 answered “**Satisfying**” and 3 “**Neutral**”. Finally, about the facilitation techniques of the training, 5 answered “**Very satisfying**” and 6 chose “**Satisfying**”.

Question 3. Do you have any suggestions for the improvement of the training?

The following suggestions were made:

- No
- I would have spread the timeline over 3 full days but with a shorter daily schedule
- Logistic can be improved
- More interactive exercises and less theory
- Nothing special
- Greener Green international recognition
- It was good, interesting and enough
- Inclusion of the use of the e-learning platform, which was omitted due to wrong planning of times, which will anyway take place online in the near future

2. Conclusion

In summary, the Learning teaching training activity of Greener Green project was successful and positively evaluated. The majority of the participants will use the competences and techniques acquired during the training in their professional life. For the participants, the most interesting part of the training was the visit to the school, but they would have liked more time with the teachers to share more exercises and good practices which they could apply in their schools. The quality and venue of the training was also positively evaluated. In addition, the participants were satisfied with the



theoretical part, practical exercises and facilitation techniques of the training. Even though some participants mentioned that they would have like a better schedule of the training (more practice and less theory) and a better organisation of the visit to the schools.



Co-funded by
the European Union



GREENER GREEN

ANNEX 6 - EVALUATION GreenerGreen_TPM-Liege Evaluation report D3 Learning activity , training Uliege



Greener Green

Evaluation report of the Transnational Meeting in Liege - Belgium

Liege, 1 June

1. Introduction

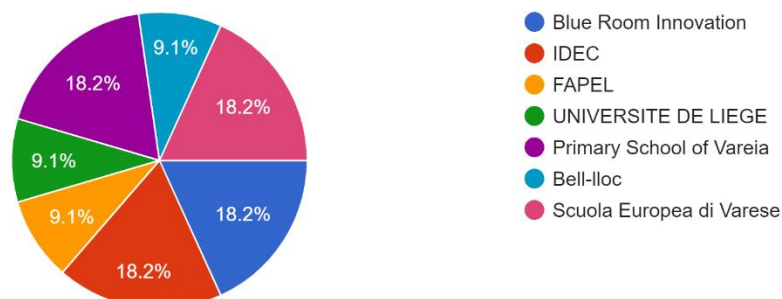
The Transnational meeting in Liege, Belgium was held on the 1st of June of 2023, following the Greener Green Learning Teaching Training Activity that also took place in Liege on the 30th and the 31st of May. Representatives from each partner organization took part in the evaluation of the partners' meeting, with a total of 11 participants from 5 different countries: Spain, Greece, Belgium, Italy, and Luxembourg. During the meeting all partners had the opportunity to see each other again and discuss about the project activities so far and the expected results. The Agenda was shared in advance by the Project Coordinator and was agreed by all Partners and structured in one day. After the meeting, the participants answered to an online questionnaire in order to assess the meeting, which consisted of the following questions:

(<https://forms.gle/MjFzhx6cK68Bpcj49>)

2. Evaluation report

Please select your organisation

11 responses

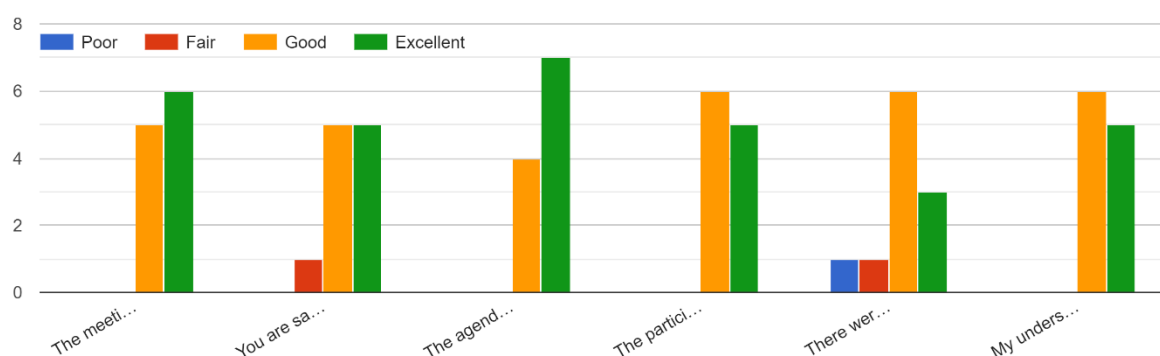


In total, 11 people participated in the evaluation of the partners' meeting of Greener Green project: 2 from Blue Room Innovation, 2 from IDEC, 1 from FAPEL, 1 from Universite de Liege, 2 from Primary school of Vareia, 1 from Bell-lloc del Pla and 2 from Scuola Europea di Varese.

1.1. Overall evaluation of TPM

Question 1. Please assess the different components of the meeting.

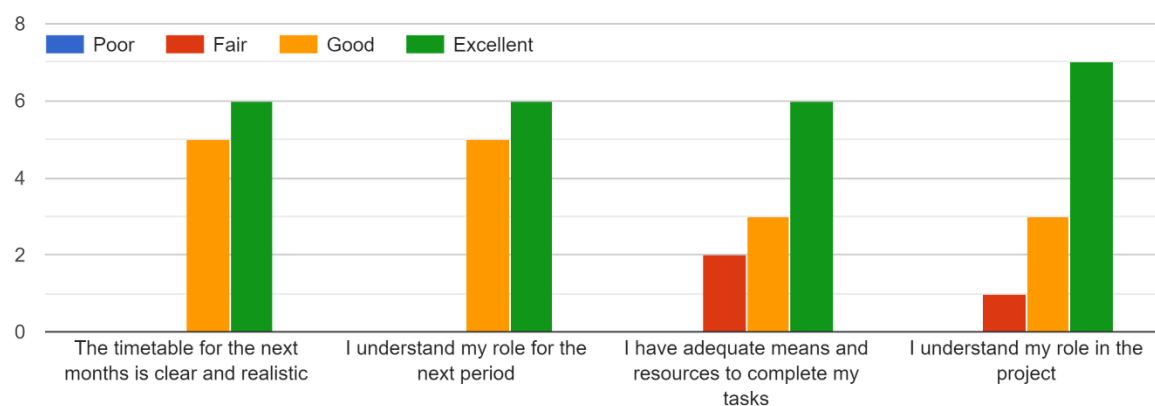
Please assess the different components of the meeting



The overall experience of the meeting has been positive. Generally, the meeting reached its objectives, and the agenda included all the issues the partners wanted to discuss. However, there was not unanimity on where or not there were frictions among the partners, as some of them evaluated this aspect as poor or fair.

Question 2. Please assess your understanding of the project after the meeting.

Please assess your understanding of the project after the meeting



Most of the participants evaluated positively their understanding of the project. Only one participant commented that he did not completely understand their role in the project, while almost half of them highlighted that they did not have the adequate means and resources for their tasks.

Question 3. At this stage of the project, what do you think are the main strengths of the project?

The participants answered the following:

- final goal
- Accomplish deadlines with the implementation and pilots
- we are almost ready to finish the main outputs and have enough time to pilot them
- A good team
- Specific and realistic objectives with a team that is really specialized in the subject
- Organisation of the Team in the school. Sharing tasks.
- The fact that it has nearly finished products and its partners have direct access or belong to the target groups
- Well organized material
- the good organization from coordinator and the communication between partners
- clear objectives
- Committed partners willing to do their best

The participants mentioned many aspects of the project as strengths. For instance, the majority of them pointed out the good organisation and communication between them, while others complimented the objectives and the given material.

Question 4. At this stage of the project, what do you think are the main weakness of the project?

The participants answered the following:

- some partners have money problems
- Dissemination has to be improved and all partners more involved
- lack of external communication
- The place of this project inside the different 'Labels'
- I think we have not done enough in disseminating the project.
- the short time left
- that there is needed a strong and coordinated effort for the next two months in order to finalise results in all languages before summer holidays and it is not certain that everybody will deliver results as planned.
- We should share our good practices in the website...
- I think the main weakness concerns the small participation of pupils
- More partners
- administrative and organizational aspects often take precedence over project's tasks

In this case also, some weaknesses were mentioned. Mainly, the partners talked about the need for better dissemination and more involvement from both the partners and stakeholders. There is certainly an insecurity about the time left for the end of the project.

Question 5. Are there any problems that should be addressed as soon as possible? What do you think could threaten the successful completion of your activities?

The participants answered the following:

- No (x4)
- Dissemination activity in order to impact better on the society
- I think there is not any urgent issue.
- the time
- Dissemination effort has to be intense as little has taken place till now.
- I think that there aren't serious problems
- Trust is essential to the success of a project, and mistrust is often triggered by a tendency to take liberties with what should be an unalterable basis for collaboration.

Altogether, the partners did not mention any serious problems. Only two of the partners stressed out again the need for better dissemination.

Question 6. In your country, what are the opportunities for project Greener Green?

The participants answered the following:

- I don't know
- Collaborate with our government organizing green schools around
- connect to schools
- Contacts and opportunities with other schools
- We could share our project into the Green Schools Network we become part
- yes green school
- There are many schools that have already taken action towards a greener school, so teachers are already sensitized on the subject and are normally more receptive to use the project results.
- There are many schools who want to become greener...
- Nowadays in Greece, there are many opportunities for the project because the people and the society are interested for the environment and the 17 goals for the biodiversity
- Promotion in schools
- All over Europe this green school topic is needed and welcomed. Luxembourg does not make an exception and many schools are keen to take part in such a green programme.



According to the partners, there are a lot of opportunities that the project could take advantage of. For instance, a lot of them suggested the further connection and communication with stakeholders and especially schools.

Question 7. What do you expect from the tools and outputs we are going to develop during the project?

The participants answered the following:

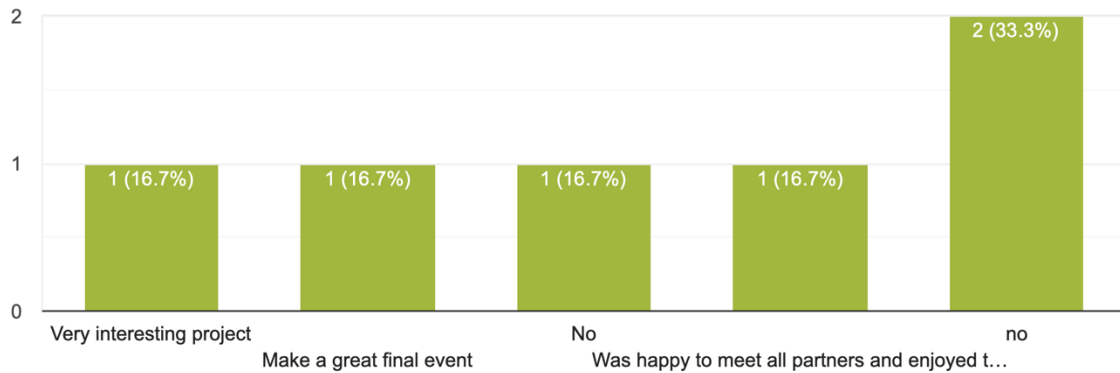
- I hope the tools and outputs will be useful
- Assessment tool and good information to teachers that wants to become a green school
- promote them to schools and similar targets
- Dissemination
- A useful and durable resource for any kind of school (no matter about their background, country, economy, etc.)
- dissemination in large scale
- We expect them to be practical and user friendly, in other words useful and handy for primary schools.
- To be simple and easy for anyone who wants to apply them
- I expect our school will be greener and more environmentally friendly
- Developing environmental training
- from a personal point of view, the consortium is a little too careful to spare the sensitivities of schools/teachers/students. This could compromise the effectiveness of the program and/or distort the intended purpose of implementing the green theme in schools. In my opinion, we shouldn't be afraid to designate realistic assessments and consequently give ratings/label more in line with the green parameters available in schools.

Overall, the partners have high expectations of the project and its results. While some of them expect specifically further dissemination, the majority is hoping for a useful and user-friendly set of tools that will apply to any school.

Question 8. Anything else you would like to share?

Anything else you would like to share:

6 responses



While some of the participants did not make any additional comments, the rest were happy to meet in person and described the project as very interesting.

2. Conclusion

In summary, the Transnational Meeting of Greener Green project in Liege was successful and positively evaluated. Overall, the meeting reached its objectives, and the partners have a clear idea of their role. In addition, the majority of them drawn attention to the quality of the communication and the general objectives of the project and were really satisfied with them, as they believe that the project has a lot to offer. However, something that should be taken into consideration is the improvement of the allocation of resources and the need for better dissemination.

Holder of the document

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2 FIRST NAME(S) *
ARIANE

3 ADDRESS

4 DATE OF BIRTH
29 | 07 | 1966
dd mm yyyy

5 NATIONALITY

Issuing organisation


6 NAME OF THE ORGANISATION *
EUROPEAN SCHOOL VARESE

7 DOCUMENT NUMBER *
E10277407 30

8 ISSUING DATE *
05 | 2023
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Sending partner

9 NAME AND ADDRESS *
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University of Liège
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17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *
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Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

Description of the mobility experience

21 OBJECTIVE OF THE MOBILITY EXPERIENCE *

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.

22 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools - Greener Green

23 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

ERASMUS+ PROGRAMME Greener Green project no.: 2021-1-ES01-KA220-SCH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

24 FROM * 30 05 2023 25 TO * 01 06 2023
 dd mm yyyy dd mm yyyy

Skills acquired during the mobility experience

26A ACTIVITIES/TASKS CARRIED OUT *

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
 - Making your school greener: how to implement changes
 - Why carry out a sustainability and Green practices audit
 - Instructions on how to assess the practices of your school
 - Engaging and involving pupils and staff
 - "Eco code" for your school
- In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment.

The agenda of the 2nd stage includes:

- The Greener Green Assessment Tool (presentation of the tool).
- Questionnaires for teachers
- Questionnaires for school staff
- How to identify practices that need improvement
- How to use suggestions provided by the tool
- Developing an action plan
- The "Green committee"
- How to transfer the know-how

27A JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to:

- be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- understand how to execute the pilot tests in their organisations

28A LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants
 Active listening and learning

29A COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

30A ORGANISATIONAL / MANAGERIAL SKILLS

Analytical and problem-solving skills.
 Creative thinking, developing creative and effective ideas.

31A COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

* Headings marked with an asterisk are mandatory.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.
Collaboration skills in order to link with others, participate in online networks & communities, interact constructively.
Motivation and ability to solve problems.

32A OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

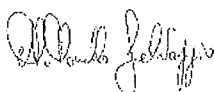
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PERSON/MENTOR *

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Holder of the document

1 SURNAME(S) *	2 FIRST NAME(S) *	3 ADDRESS
REMY	PHILIPPE	
4 DATE OF BIRTH	5 NATIONALITY	
14 05 1956		
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Issuing organisation

6 NAME OF THE ORGANISATION *	7 DOCUMENT NUMBER *	8 ISSUING DATE *
EUROPEAN SCHOOL VARESE	E10277407	30 05 2023
		dd mm yyyy

Sending partner

9 NAME AND ADDRESS *	10 STAMP AND/OR SIGNATURE
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22 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools - Greener Green

23 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

ERASMUS+ PROGRAMME Greener Green project no.: 2021-1-ES01-KA220-SCH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

24 FROM * 30 05 2023 25 TO * 01 06 2023
 dd mm yyyy dd mm yyyy

Skills acquired during the mobility experience

26A ACTIVITIES/TASKS CARRIED OUT *

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

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- Making your school greener: how to implement changes
- Why carry out a sustainability and Green practices audit
- Instructions on how to assess the practices of your school
- Engaging and involving pupils and staff

- "Eco code" for your school In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment.

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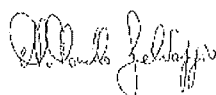
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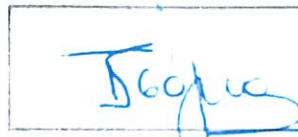
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1 SURNAME(S) *	2 FIRST NAME(S) *	3 ADDRESS
KOLOMONDOU	FILITSA	LIAMI 8 MYTILINI GREECE
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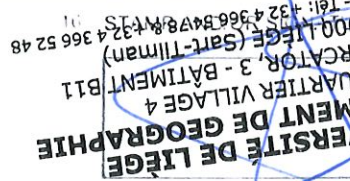
Issuing organisation

6 NAME OF THE ORGANISATION *	7 DOCUMENT NUMBER *	8 ISSUING DATE *
Hellenic NEC EOPPEP	EL-NEC-202402030878	22 02 2024
		<small>DD MM YYYY</small>

Sending partner

9 NAME AND ADDRESS *	10 STAMP AND/OR SIGNATURE
ORIMARY SCHOOL OF VAREIA STRATI ELEUTHERIADI MYTILINI 811 00 Greece	
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Host partner

15 NAME AND ADDRESS *	16 STAMP AND/OR SIGNATURE
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17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	18 TELEPHONE
Sébastien DOUTRELOUP	
19 TITLE/POSITION	20 E-MAIL
	S.Doutreloup@uliege.be

Headings marked with an asterisk (*) are mandatory

Description of the mobility experience

23 OBJECTIVE OF THE MOBILITY EXPERIENCE *

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project

24 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools – Greener Green

25 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

Erasmus+ ERASMUS+ PROGRAMME Greener Green project no.: 2021-1-ES01-KA220-SCH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

FROM 30 05 2023 TO 01 06 2023
DD MM AAAA DD MM AAAA

Skills acquired during the mobility experience

26 ACTIVITIES/TASKS CARRIED OUT *

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
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 - Instructions on how to assess the practices of your school
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Active listening and learning

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Creative thinking, developing creative and effective ideas.

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Collaboration skills in order to link with others, participate in online networks & communities, interact constructively.

Motivation and ability to solve problems.

3.3A OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

3.3A DATE *

21	02	2024
dd	mm	yyyy

3.3A SIGNATURE OF THE REFERENCE PERSON/MENTOR

UNIVERSITE DE LIEGE
DEPARTEMENT DE GEOGRAPHIE
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3.3A SIGNATURE OF THE HOLDER

Headings marked with an asterisk (*) are mandatory

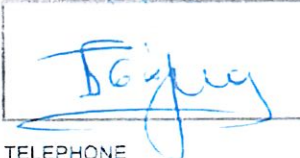
Holder of the document

1 SURNAME(S) *	2 FIRST NAME(S) *	3 ADDRESS
PITTOU	ZOI	ANDROU 36, 81100, MUTILINI, LESVOS, GREECE
4 DATE OF BIRTH	5 NATIONALITY	
28 08 1987	GREEK	
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Issuing organisation

6 NAME OF THE ORGANISATION *	7 DOCUMENT NUMBER *	8 ISSUING DATE *
Hellenic NEC EOPPEP	EL-NEC-202402030879	22 02 2024
		dd mm yyyy

Sending partner

9 NAME AND ADDRESS *	10 STAMP AND/OR SIGNATURE
ORIMARY SCHOOL OF VAREIA STRATI ELEUTHERIADI MYTILINI 811 00 Greece	
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Headings marked with an asterisk (*) are mandatory

Description of the mobility experience

1.1 OBJECTIVE OF THE MOBILITY EXPERIENCE *

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.

1.2 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools - Greener Green

1.3 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

Erasmus+ ERASMUS+ PROGRAMME Greener Green project no. 2021-1-F301-KA220-3GH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

1.4 FROM 30 05 2023 TO 01 06 2023
dd mm AAAA dd mm AAAA

Skills acquired during the mobility experience

2.1 ACTIVITIES/TASKS CARRIED OUT *

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- Engaging and involving pupils and staff

- "Eco code" for your school In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment

The agenda of the 2nd stage includes:

- The Greener Green Assessment Tool (presentation of the tool).
- Questionnaires for teachers
- Questionnaires for school staff
- How to identify practices that need improvement
- How to use suggestions provided by the tool
- Developing an action plan
- The "Green committee"
- How to transfer the know-how

2.2 JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to:

- be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- understand how to execute the pilot tests in their organisations

2.3 LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants

Active listening and learning

2.4 COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

2.5 ORGANISATIONAL/MANAGERIAL SKILLS

Analytical and problem-solving skills

Creative thinking, developing creative and effective ideas.

2.6 COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions

Collaboration skills in order to link with others, participate in online networks & communities, interact constructively

Motivation and ability to solve problems.

3.2.1 OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of

3.3.4 DATE *

21	02	2024
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3.3.5 SIGNATURE OF THE HOLDER
UNIVERSITÉ DE LIÈGE
DEPARTEMENT DE GÉOGRAPHIE
QUARTIER VILLAGE 4
CLOS MERCATOR, 3 - BÂTIMENT B11
B-4000 LIÈGE (Sart-Tilman)
Parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48

3.3.5 SIGNATURE OF THE HOLDER

Headings marked with an asterisk (*) are mandatory


Κάτοχος κινητικότητας Europass

1 ΕΠΩΝΥΜΟ *	2 ΟΝΟΜΑ *	3 ΔΙΕΥΘΥΝΣΗ
ΚΑΤΣΑΜΠΑΝΗΣ	ΠΑΝΑΓΙΩΤΗΣ	
4 ΗΜΕΡΟΜΗΝΙΑ ΓΕΝΝΗΣΗΣ	5 ΥΠΗΚΟΟΤΗΤΑ	
1979 03 21		


Οργανισμός εκδόσεως Κινητικότητας Europass

6 ΟΝΟΜΑΣΙΑ ΟΡΓΑΝΙΣΜΟΥ *	7 ΑΡΙΘΜΟΣ ΕΓΓΡΑΦΟΥ *	8 ΗΜΕΡΟΜΗΝΙΑ ΕΚΔΟΣΗΣ *
Εθνικό Κέντρο Europass	EL-NEC-202402030668	13 02 2024
		09 03 2024

Φορέας αποστολής

9 ΟΝΟΜΑΣΙΑ ΚΑΙ ΔΙΕΥΘΥΝΣΗ *	10 ΣΦΡΑΓΙΔΑ ΚΑΙ/Η ΥΠΟΓΡΑΦΗ
ΑΙΝΤΕΚ ΣΥΜΒΟΥΛΟΙ ΕΠΙΧΕΙΡΗΣΕΩΝ ΕΦΑΡΜΟΓΕΣ ΥΨΗΛΗΣ ΗΡΩΩΝ ΠΟΛΥΤΕΧΝΕΙΟΥ 96 ΠΕΙΡΑΙΑΣ 18536 ΕΛΛΑΔΑ	
11 ΕΠΩΝΥΜΟ ΚΑΙ ΟΝΟΜΑ ΥΠΕΥΘΥΝΟΥ ΕΠΙΚΟΙΝΩΝΙΑΣ/ΣΥΜΒΟΥΛΟΥ *	12 ΤΗΛΕΦΩΝΟ
ΑΡΙΣΤΕΙΔΗΣ ΧΡΟΝΟΠΟΥΛΟΣ	+302104286227
13 ΤΙΤΛΟΣ/ΘΕΣΗ	14 ΗΛΕΚΤΡΟΝΙΚΟ ΤΑΧΥΔΡΟΜΕΙΟ
ΠΡΟΕΔΡΟΣ	aris@idec.gr

Φορέας υποδοχής

15 ΟΝΟΜΑΣΙΑ ΚΑΙ ΔΙΕΥΘΥΝΣΗ *	16 ΣΦΡΑΓΙΔΑ ΚΑΙ/Η ΥΠΟΓΡΑΦΗ
University of Liège Clos Mercator, 3 Liege 4000 Belgium	
17 ΕΠΩΝΥΜΟ ΚΑΙ ΟΝΟΜΑ ΥΠΕΥΘΥΝΟΥ ΕΠΙΚΟΙΝΩΝΙΑΣ/ΣΥΜΒΟΥΛΟΥ *	18 ΤΗΛΕΦΩΝΟ
Sébastien DOUTRELOUP	
19 ΤΙΤΛΟΣ/ΘΕΣΗ	18 ΗΛΕΚΤΡΟΝΙΚΟ ΤΑΧΥΔΡΟΜΕΙΟ
	S.Doutreloup@uliege.be

* Τα πεδία που σημειώνονται με αστερίσκο είναι υποχρεωτικά

Η κινητικότητα Europass είναι ένα κοινό ευρωπαϊκό έντυπο στο οποίο καταγράφονται αναλυτικά το περιεχόμενο και τα αποτελέσματα – από την άποψη των δεξιοτήτων και ικανοτήτων ή των ακαδημαϊκών προσόντων – κάθε χρονικής περιόδου διαμονής ενός ατόμου ανεξαρτήτως ηλικίας, επιπέδου εκπαίδευσης και επαγγελματικής κατάστασης σε άλλη ευρωπαϊκή χώρα (ΕΕ/ΕΖΕΣ/ΕΟΧ και υποψήφιες χώρες) για εκπαιδευτικούς σκοπούς.

Περιγραφή της εμπειρίας κινητικότητας

- 21 ΣΤΟΧΟΣ ΤΗΣ ΕΜΠΕΙΡΙΑΣ ΚΙΝΗΤΙΚΟΤΗΤΑΣ *
- Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.
- 22 ΕΚΠΑΙΔΕΥΣΗ Ή ΚΑΤΑΡΤΙΣΗ ΚΑΤΑ ΤΗ ΔΙΑΡΚΕΙΑ ΤΗΣ ΟΠΟΙΑΣ ΟΛΟΚΛΗΡΩΘΗΚΕ Η ΕΜΠΕΙΡΙΑ ΚΙΝΗΤΙΚΟΤΗΤΑΣ
- Greener Green schools: Developing sustainability practices in primary schools - Greener Green
- 23 ΣΧΕΤΙΚΟ ΚΟΙΝΟΤΙΚΟ ΠΡΟΓΡΑΜΜΑ Ή ΠΡΟΓΡΑΜΜΑ ΚΙΝΗΤΙΚΟΤΗΤΑΣ
- Erasmus+ 2021-1-ES01-KA220-SCH-000032687
- ΔΙΑΡΚΕΙΑ ΤΗΣ ΕΜΠΕΙΡΙΑΣ ΚΙΝΗΤΙΚΟΤΗΤΑΣ EUROPASS
- 24 ΑΠΟ * 30 05 2023 25 ΕΩΣ * 01 06 2023

Αποκτηθείσες δεξιότητες στο πλαίσιο της εμπειρίας κινητικότητας

- 26 ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ/ΚΑΘΗΚΟΝΤΑ ΠΟΥ ΠΡΑΓΜΑΤΟΠΟΙΗΘΗΚΑΝ *
- The activity is divided into two phases.
In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:
- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
 - Making your school greener: how to implement changes
 - Why carry out a sustainability and Green practices audit
 - Instructions on how to assess the practices of your school
 - Engaging and involving pupils and staff
 - "Eco code" for your school
- In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.
The aim is to show participants how to use the Assessment tool and implement the 360 assessment.
The agenda of the 2nd stage includes:
- The Greener Green Assessment Tool (presentation of the tool).
 - Questionnaires for teachers
 - Questionnaires for school staff
 - How to identify practices that need improvement
 - How to use suggestions provided by the tool
 - Developing an action plan
 - The "Green committee"
 - How to transfer the know-how
- 27Α ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Upon completion of the training course, the participant is expected to:
- be familiarized with the Greener Green elearning course and the Greener Green assessment tool
 - understand how to execute the pilot tests in their organisations
- 27Β ΓΛΩΣΣΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Spoken interaction in English with trainers and other course participants
Active listening and learning
- 29Α ΨΗΦΙΑΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.
- 30Α ΟΡΓΑΝΩΤΙΚΕΣ/ΔΙΑΧΕΙΡΙΣΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Analytical and problem-solving skills.
Creative thinking, developing creative and effective ideas.
- 31Α ΕΠΙΚΟΙΝΩΝΙΑΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Improving of the English language by participating in an international training course
Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.
Collaboration skills in order to link with others, participate in online networks & communities, interact constructively.
Motivation and ability to solve problems.

32A ΛΟΙΠΕΣ ΔΕΞΙΟΤΗΤΕΣ

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

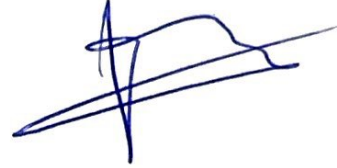
33A ΗΜΕΡΟΜΗΝΙΑ *

13 02 2024
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34A ΥΠΟΓΡΑΦΗ ΥΠΕΥΘΥΝΟΥ
ΕΠΙΚΟΙΝΩΝΙΑΣ/ΣΥΜΒΟΥΛΟΥ *

UNIVERSITÉ DE LIÈGE
DEPARTEMENT DE GEOGRAPHIE
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CLOS MERCATOR, 3 - BÂTIMENT B11
B-4000-LIÈGE (Sart-tilman)
Parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48

35A ΥΠΟΓΡΑΦΗ ΚΑΤΟΧΟΥ



* Τα πεδία που σημειώνονται με αστερίσκο είναι υποχρεωτικά


Holder of the document

1 SURNAME(S) *	2 FIRST NAME(S) *	3 ADDRESS
KATSAMBANIS	PANAGIOTIS	
4 DATE OF BIRTH	5 NATIONALITY	
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Issuing organisation

6 NAME OF THE ORGANISATION *	7 DOCUMENT NUMBER *	8 ISSUING DATE *
Hellenic NEC EOPPEP	EL-NEC-202402030668	13 02 2024
		dd mm yyyy

Sending partner

9 NAME AND ADDRESS *	10 STAMP AND/OR SIGNATURE
IDEC SA 96 IROON POLYTECHNEIOU AVENUE PIRAEUS 18536 Greece	
11 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	12 TELEPHONE
ARIS CHRONOPOULOS	+302104286227
13 TITLE/POSITION	14 E-MAIL
PRESIDENT	aris@idec.gr

Host partner

15 NAME AND ADDRESS *	16 STAMP AND/OR SIGNATURE
University of Liège Clos Mercator, 3 Liege 4000 Belgium	
17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	18 TELEPHONE
Sébastien DOUTRELOUP	
19 TITLE/POSITION	18 E-MAIL
	S.Doutreloup@uliege.be

Headings marked with an asterisk (*) are mandatory

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

Description of the mobility experience

21 OBJECTIVE OF THE MOBILITY EXPERIENCE *

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.

22 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools - Greener Green

23 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

Erasmus+ 2021-1-ES01-KA220-SCH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

24 * FROM 30 05 2023 25 * TO 01 06 2023
11 000 7829 11 000 1111

Skills acquired during the mobility experience

26 ACTIVITIES/TASKS CARRIED OUT *

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)

- Making your school greener: how to implement changes

- Why carry out a sustainability and Green practices audit

- Instructions on how to assess the practices of your school

- Engaging and involving pupils and staff

- "Eco code" for your school In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment.

The agenda of the 2nd stage includes:

- The Greener Green Assessment Tool (presentation of the tool).

- Questionnaires for teachers

- Questionnaires for school staff

- How to identify practices that need improvement

- How to use suggestions provided by the tool

- Developing an action plan

- The "Green committee"

- How to transfer the know-how

27 JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to:

- be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- understand how to execute the pilot tests in their organisations

28 LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants

Active listening and learning

29 COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

30 ORGANISATIONAL/MANAGERIAL SKILLS

Analytical and problem-solving skills.

Creative thinking, developing creative and effective ideas.

31 COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.

Collaboration skills in order to link with others, participate in online networks & communities, interact constructively.

Motivation and ability to solve problems.

32A OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

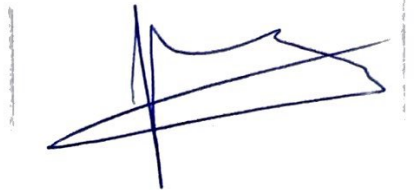
33A DATE *

13 | 02 | 2024
dd | mm | yyyy

34A SIGNATURE OF THE REFERENCE PERSON/MENTOR *

UNIVERSITÉ DE LIÈGE
DEPARTEMENT DE GEOGRAPHIE
QUARTIER VILLAGE 4
CLOS MERCATOR, 3 - BÂTIMENT B11
B-4000 LIÈGE (Sart-Tilman)
Parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48

35A SIGNATURE OF THE HOLDER



Headings marked with an asterisk (*) are mandatory


Κάτοχος κινητικότητας Europass

1	ΕΠΩΝΥΜΟ *	2	ΟΝΟΜΑ *	3	ΔΙΕΥΘΥΝΣΗ
	ΣΠΗΛΙΩΤΟΠΟΥΛΟΥ		ΣΟΦΙΑ		ΑΙΓΕΩΣ 3, 18536 ΠΕΙΡΑΙΑΣ
4	ΗΜΕΡΟΜΗΝΙΑ ΓΕΝΝΗΣΗΣ	5	ΥΠΗΚΟΟΤΗΤΑ		
	09 04 1995				


Οργανισμός εκδόσεως Κινητικότητας Europass

6	ΟΝΟΜΑΣΙΑ ΟΡΓΑΝΙΣΜΟΥ *	7	ΑΡΙΘΜΟΣ ΕΓΓΡΑΦΟΥ *	8	ΗΜΕΡΟΜΗΝΙΑ ΕΚΔΟΣΗΣ *
	Εθνικό Κέντρο Europass		EL-NEC-202402030667		13 02 2024
					09 04 1995

Φορέας αποστολής

9	ΟΝΟΜΑΣΙΑ ΚΑΙ ΔΙΕΥΘΥΝΣΗ *	10	ΣΦΡΑΓΙΔΑ ΚΑΙ/Η ΥΠΟΓΡΑΦΗ
	ΑΙΝΤΕΚ ΣΥΜΒΟΥΛΟΙ ΕΠΙΧΕΙΡΗΣΕΩΝ ΕΦΑΡΜΟΓΕΣ ΥΨΗΛΗΣ ΗΡΩΝ ΠΟΛΥΤΕΧΝΕΙΟΥ 96 ΠΕΙΡΑΙΑΣ 18536 ΕΛΛΑΔΑ		
11	ΕΠΩΝΥΜΟ ΚΑΙ ΟΝΟΜΑ ΥΠΕΥΘΥΝΟΥ ΕΠΙΚΟΙΝΩΝΙΑΣ/ΣΥΜΒΟΥΛΟΥ *	12	ΤΗΛΕΦΩΝΟ
	ΑΡΙΣΤΕΙΔΗΣ ΧΡΟΝΟΠΟΥΛΟΣ		+302104286227
13	ΤΙΤΛΟΣ/ΘΕΣΗ	14	ΗΛΕΚΤΡΟΝΙΚΟ ΤΑΧΥΔΡΟΜΕΙΟ
	ΠΡΟΕΔΡΟΣ		aris@idec.gr

Φορέας υποδοχής

15	ΟΝΟΜΑΣΙΑ ΚΑΙ ΔΙΕΥΘΥΝΣΗ *	16	ΣΦΡΑΓΙΔΑ ΚΑΙ/Η ΥΠΟΓΡΑΦΗ
	University of Liège Clos Mercator, 3 Liege 4000 Belgium		
17	ΕΠΩΝΥΜΟ ΚΑΙ ΟΝΟΜΑ ΥΠΕΥΘΥΝΟΥ ΕΠΙΚΟΙΝΩΝΙΑΣ/ΣΥΜΒΟΥΛΟΥ *	18	ΤΗΛΕΦΩΝΟ
	Sébastien DOUTRELOUP		
19	ΤΙΤΛΟΣ/ΘΕΣΗ	18	ΗΛΕΚΤΡΟΝΙΚΟ ΤΑΧΥΔΡΟΜΕΙΟ
			S.Doutreloup@uliege.be

* Τα πεδία που σημειώνονται με αστερίσκο είναι υποχρεωτικά

Η κινητικότητα Europass είναι ένα κοινό ευρωπαϊκό έντυπο στο οποίο καταγράφονται αναλυτικά το περιεχόμενο και τα αποτελέσματα – από την άποψη των δεξιοτήτων και ικανοτήτων ή των ακαδημαϊκών προσόντων – κάθε χρονικής περιόδου διαμονής ενός ατόμου ανεξαρτήτως ηλικίας, επιπέδου εκπαίδευσης και επαγγελματικής κατάστασης σε άλλη ευρωπαϊκή χώρα (ΕΕ/ΕΖΕΣ/ΕΟΧ και υποψήφιες χώρες) για εκπαιδευτικούς σκοπούς.

Περιγραφή της εμπειρίας κινητικότητας

- 21 ΣΤΟΧΟΣ ΤΗΣ ΕΜΠΕΙΡΙΑΣ ΚΙΝΗΤΙΚΟΤΗΤΑΣ *
- Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.
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- Greener Green schools: Developing sustainability practices in primary schools - Greener Green
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- Erasmus+ 2021-1-ES01-KA220-SCH-000032687
- ΔΙΑΡΚΕΙΑ ΤΗΣ ΕΜΠΕΙΡΙΑΣ ΚΙΝΗΤΙΚΟΤΗΤΑΣ EUROPASS
- 24 ΑΠΟ * 30 05 2023 25 ΕΩΣ * 01 06 2023
- ηη ηη ηηηη ηηη ηηη ηηηη

Αποκτηθείσες δεξιότητες στο πλαίσιο της εμπειρίας κινητικότητας

- 26A ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ/ΚΑΘΗΚΟΝΤΑ ΠΟΥ ΠΡΑΓΜΑΤΟΠΟΙΗΘΗΚΑΝ *
- The activity is divided into two phases.
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 - How to use suggestions provided by the tool
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 - The "Green committee"
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- Upon completion of the training course, the participant is expected to:
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 - understand how to execute the pilot tests in their organisations
- 28A ΓΛΩΣΣΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Spoken interaction in English with trainers and other course participants
- Active listening and learning
- 29A ΨΗΦΙΑΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.
- 30A ΟΡΓΑΝΩΤΙΚΕΣ/ΔΙΑΧΕΙΡΙΣΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
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- Creative thinking, developing creative and effective ideas.
- 31A ΕΠΙΚΟΙΝΩΝΙΑΚΕΣ ΔΕΞΙΟΤΗΤΕΣ
- Improving of the English language by participating in an international training course.
- Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.
- Collaboration skills in order to link with others, participate in online networks & communities, interact constructively.
- Motivation and ability to solve problems.

32A ΛΟΙΠΕΣ ΔΕΞΙΟΤΗΤΕΣ

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

33A ΗΜΕΡΟΜΗΝΙΑ *

13 | 02 | 2024
ηη | ιηη | εεεε

34A ΥΠΟΓΡΑΦΗ ΥΠΕΥΘΥΝΟΥ
ΕΠΙΚΟΙΝΩΝΙΑΣ/ΣΥΜΒΟΥΛΩΝ

UNIVERSITÉ DE LIÈGE
DEPARTEMENT DE GEOGRAPHIE
QUARTIER VILLAGE 4
CLOS MERCATOR, 3 - BÂTIMENT B11
B-4000 LIÈGE (Sart-Tilman)
Parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48

35A ΥΠΟΓΡΑΦΗ ΚΑΤΟΧΟΥ



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11 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	12 TELEPHONE
ARIS CHRONOPOULOS	+302104286227
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PRESIDENT	aris@idec.gr

Host partner

15 NAME AND ADDRESS *	16 STAMP AND/OR SIGNATURE
University of Liège Clos Mercator, 3 Liege 4000 Belgium	
17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	18 TELEPHONE
Sébastien DOUTRELOUP	
19 TITLE/POSITION	18 E-MAIL
	S.Doutreloup@uliege.be

Headings marked with an asterisk (*) are mandatory

Description of the mobility experience

21 OBJECTIVE OF THE MOBILITY EXPERIENCE *

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project

22 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools - Greener Green

23 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

Erasmus+ 2021-1-ES01-KA220-SCH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

24 * FROM 30 05 2023 25 * TO 01 06 2023
 dd mm yyyy dd mm yyyy

Skills acquired during the mobility experience

26A ACTIVITIES/TASKS CARRIED OUT *

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)

- Making your school greener: how to implement changes

- Why carry out a sustainability and Green practices audit

- Instructions on how to assess the practices of your school

- Engaging and involving pupils and staff

- "Eco code" for your school In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment.

The agenda of the 2nd stage includes:

- The Greener Green Assessment Tool (presentation of the tool).

- Questionnaires for teachers

- Questionnaires for school staff

- How to identify practices that need improvement

- How to use suggestions provided by the tool

- Developing an action plan

- The "Green committee"

- How to transfer the know-how

27A JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to.

- be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- understand how to execute the pilot tests in their organisations

28A LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants

Active listening and learning

29A COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

30A ORGANISATIONAL/MANAGERIAL SKILLS

Analytical and problem-solving skills.

Creative thinking, developing creative and effective ideas.

31A COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.

Collaboration skills in order to link with others, participate in online networks & communities, interact constructively.

Motivation and ability to solve problems.

12A OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

33A DATE *

13 | 02 | 2024 |
dd | mm | yyyy

34A SIGNATURE OF THE REFERENCE PERSON/MENTOR *

UNIVERSITÉ DE LIÈGE
DEPARTEMENT DE GEOGRAPHIE
QUARTIER VILLAGE 4
CLOS MERCATOR, 3 - BÂTIMENT B11
B-4000 LIÈGE (Sart-Tilman)
parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48

35A SIGNATURE OF THE HOLDER



Headings marked with an asterisk (*) are mandatory



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Alejandro Valera[Retornar al estado borrador](#)[Enviar al organismo validador](#)

Nif del Titular del presente documento / ID:

Género (Fines estadísticos):

 Masculino Femenino

País de destino:

Código de proyecto (solo para validación, no aparecerá en certificado):

(1) * Apellido(s) del titular (2) * Nombre(s) del titular

(3) * Dirección del titular

(5) * Fecha de nacimiento del titular: (dd/mm/aaaa)

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(6) Nacionalidad del titular

(8) Nombre de la organización que expide el documento

(10) * Fecha de expedición: (dd/mm/aaaa posterior a la última de la movilidad)

 / /

(11) * Org. de origen: Nombre, tipo, dirección

Colegio Bell-lloc del Pla. Can Pau Birol, 2-6. 17005-Girona

(12) * Org. de origen: Documento de identidad de la persona de referencia o tutor (NIF, Pasaporte, CIF, Otro identificador único)

A17015215

(13) * Org. de origen: Nombre(s) y apellido(s) de la persona de referencia o tutor

Ramon Homs Marquès

(14) * Org. de origen: Título/cargo

Director

(15) Org. de origen: Teléfono

973232111

(16) Org. de origen: Correo electrónico

ramon.homs@bell-lloc.org

(17) * Org. de acogida: Nombre, tipo, dirección

Laboratory of Climatology and Topoclimatology
Department of Geography

(18) * Org. de acogida: Documento de identidad de la persona de referencia o tutor (NIF, Pasaporte, CIF, Otro identificador único)

Y9449372C

(19) * Org. de acogida: Nombre(s) y apellido(s) de la persona de referencia o tutor

Sébastien Doutreloup

(20) * Org. de acogida: Título/cargo

PhD, 1st Assistant

(21) Org. de acogida: Teléfono

(22) Org. de acogida: Correo electrónico

juliasvets@blueroominnovation.com

(23) Objetivo del proyecto de movilidad

Teachers workshop

(24) * Nivel Educativo o equivalente

Estudios Universitarios

(25) * Rama profesional

Otros ▼

(26) * Programa Europeo o Transnacional

KA220-SCH ▼

(27) * Duración de la estancia formativa (desde): (dd/mm/aaaa)

30 / 05 / 2023

(28) * Duración de la estancia formativa (hasta): (dd/mm/aaaa)

01 / 06 / 2023

5.a DESCRIPCIÓN DE LAS CAPACIDADES Y COMPETENCIAS ADQUIRIDAS DURANTE LA ESTANCIA FORMATIVA

(29a) * Actividades / tareas llevadas a cabo durante el proyecto de movilidad

Presentación de los módulos del training course llevadas a cabo por cada partner. Puesta en común y sugerencias de mejora.
Testeo de la assessment tool.

(30a) * Capacidades y competencias adquiridas relacionadas con el empleo

Manejo de una plataforma de evaluación y formación para profesorado de primaria.

(31a) Capacidades y competencias lingüísticas adquiridas (si no están incluidas en las anteriores)

Perfeccionamiento del inglés hablado, mejora vocabulario científico

(32a) Capacidades y competencias digitales adquiridas (si no están incluidas en las anteriores)

Uso de presentaciones, hojas de cálculo y editor de textos. Compartición de archivos en línea.

(33a) Capacidades y competencias de organización/gestión adquiridas (si no están incluidas en las anteriores)

Cohesión en un proyecto multidisciplinar con diversidad de especializaciones de los partners.

(34a) Capacidades y competencias comunicativas adquiridas (si no están incluidas en las anteriores)

Fluidez en inglés. Interacción con docentes y profesionales de Grecia, Bélgica y Luxemburgo.

(35a) Otras capacidades y competencias adquiridas

Escucha activa, trabajo en grupo, red profesional

(36a) * Fecha de validación: (dd/mm/aaaa)

30 / 06 / 2023

5.b REGISTRO DE LOS CURSOS SEGUIDOS Y DE LAS NOTAS/CALIFICACIÓN/PUNTOS/CRÉDITOS OBTENIDOS

(29b) * Número de matrícula del beneficiario

(36b) Memoria / informe / tesis (si procede)

(37b) Certificado / diploma / título obtenido (si procede)

(40b) * Fecha de validación: (dd/mm/aaaa)

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(41b) * Nombre, dirección y categoría del centro

Descripción del sistema institucional de calificación

(1) * Holder's surname(s) (2) * Holder's first name

(3) * Holder's address

(5) * Holder's date of birth: (dd/mm/yyyy)

/ /

(6) Nationality of the holder

(8) Name of the issuing organisation

(10) * Issuing date: (dd/mm/yyyy after last mobility date)

 / /

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(19) * Host partner: Surname(s) and first name(s) of reference person/mentor

(20) * Host partner: Title/position

(21) Host partner: Telephone

(22) Host partner: E-mail

(23) Objective of the Europass Mobility experience

(24) * Education Level or equivalent

University Education

(25) * Professional branch

Others

(26) * European or Transnational Program

KA220-SCH

(27) * Duration of the Europass Mobility experience (From): (dd/mm/yyyy)

 / /

(28) * Duration of the Europass Mobility experience (To): (dd/mm/yyyy)

 / /

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE

(29a) * Activities/tasks carried out

(30a) * Job-related skills and competences acquired

(31a) Language skills and competences acquired (if not included under Job-related skills and competences)

(32a) Computer skills and competences acquired (if not included under Job-related skills and competences)

(33a) Organisational skills and competences acquired (if not included under Job-related skills and competences)

(34a) Social skills and competences acquired (if not included under Job-related skills and competences)

(35a) Other skills and competences acquired

(36a) * Skills and competences acquired / Date: (dd/mm/yyyy)

 / /

5.B RECORD OF COURSES COMPLETED AND INDIVIDUAL GRADES/MARKS/CREDITS OBTAINED

(29b) * Student matriculation number

(36b) Essay/report/dissertation

(37b) Certificate/diploma/degree awarded if any

(40b) * Date of validation: (dd/mm/yyyy)

 / /

(41b) * Name, address and status of the institution

Description of the institutional grading system

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Joan Pòrtulas Felip[Retornar al estado borrador](#)

Nif del Titular del presente documento / ID:

77912282N

Género (Fines estadísticos):

 Masculino Femenino

País de destino:

Bélgica

Código de proyecto (solo para validación, no aparecerá en certificado):

KA220-VET-93B4A477

(1) * Apellido(s) del titular (2) * Nombre(s) del titular

Portulas Felip

Joan

(3) * Dirección del titular

Gran Via Jaume I,
72 4t 1a
17001 Girona

(5) * Fecha de nacimiento del titular: (dd/mm/aaaa)

17 / 02 / 1974

(6) Nacionalidad del titular

Española

(8) Nombre de la organización que expide el documento

Bell-lloc del Pla

(10) * Fecha de expedición: (dd/mm/aaaa posterior a la última de la movilidad)

30 / 06 / 2023

(11) * Org. de origen: Nombre, tipo, dirección

Colegio Bell-lloc del Pla. Can Pau Birol, 2-6. 17005 - Girona

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(21) Org. de acogida: Teléfono

(22) Org. de acogida: Correo electrónico

(23) Objetivo del proyecto de movilidad

(24) * Nivel Educativo o equivalente

(25) * Rama profesional

(26) * Programa Europeo o Transnacional

(27) * Duración de la estancia formativa (desde): (dd/mm/aaaa)

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(28) * Duración de la estancia formativa (hasta): (dd/mm/aaaa)

01 / 06 / 2023

 5.a DESCRIPCIÓN DE LAS CAPACIDADES Y COMPETENCIAS ADQUIRIDAS DURANTE LA ESTANCIA FORMATIVA

(29a) * Actividades / tareas llevadas a cabo durante el proyecto de movilidad

Presentación de los módulos del training course llevadas a cabo por cada partner.
Puesta en común y sugerencias de mejora.
Testeo de la herramienta para profesores

(30a) * Capacidades y competencias adquiridas relacionadas con el empleo

Manejo de evaluación y formación para profesorado de primaria

(31a) Capacidades y competencias lingüísticas adquiridas (si no están incluidas en las anteriores)

Mejora del vocabulario científico en relación con el proyecto y práctica y perfeccionamiento oral de

(32a) Capacidades y competencias digitales adquiridas (si no están incluidas en las anteriores)

Perfeccionamiento del uso de presentaciones, hojas de cálculo y editores de texto. Compartición

(33a) Capacidades y competencias de organización/gestión adquiridas (si no están incluidas en las anteriores)

Cohesión en un proyecto multidisciplinar con diversidad de especializaciones de los partners.

(34a) Capacidades y competencias comunicativas adquiridas (si no están incluidas en las anteriores)

Mejora de la fluidez en el uso de la lengua inglesa. Interacción muy positiva con docentes de

(35a) Otras capacidades y competencias adquiridas

Trabajo en grupo y escucha activa. Intercambio de información con colegas de otros países.

(36a) * Fecha de validación: (dd/mm/aaaa)

30 / 06 / 2023

 5.b REGISTRO DE LOS CURSOS SEGUIDOS Y DE LAS NOTAS/CALIFICACIÓN/PUNTOS/CRÉDITOS OBTENIDOS

(29b) * Número de matrícula del beneficiario

(36b) Memoria / informe / tesis (si procede)

(37b) Certificado / diploma / título obtenido (si procede)

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(6) Nationality of the holder

(8) Name of the issuing organisation

(10) * Issuing date: (dd/mm/yyyy after last mobility date)

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(20) * Host partner: Title/position

(21) Host partner: Telephone

(22) Host partner: E-mail

(23) Objective of the Europass Mobility experience

(24) * Education Level or equivalent

(25) * Professional branch

(26) * European or Transnational Program

(27) * Duration of the Europass Mobility experience (From):
(dd/mm/yyyy)

 / /

(28) * Duration of the Europass Mobility experience (To):
(dd/mm/yyyy)

 / /

**5.A DESCRIPTION OF SKILLS AND COMPETENCES
ACQUIRED DURING THE EUROPASS MOBILITY
EXPERIENCE**

(29a) * Activities/tasks carried out

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(31a) Language skills and competences acquired (if not included
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included under Job-related skills and competences)

(34a) Social skills and competences acquired (if not included
under Job-related skills and competences)

(35a) Other skills and competences acquired

(36a) * Skills and competences acquired / Date: (dd/mm/yyyy)

 / /

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INDIVIDUAL GRADES/MARKS/CREDITS OBTAINED**

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(37b) Certificate/diploma/degree awarded if any

(40b) * Date of validation: (dd/mm/yyyy)

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Description of the institutional grading system



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Josep Maria Simon Colomer

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Nif del Titular del presente documento / ID:

40330511B

Género (Fines estadísticos):

Masculino Femenino

País de destino:

Bélgica

Código de proyecto (solo para validación, no aparecerá en certificado):

KA220-VET-93B4A477

(1) * Apellido(s) del titular (2) * Nombre(s) del titular

Simon Colomer

Josep Maria

(3) * Dirección del titular

C/. Ferran Agulló, 1 4t 17001-Girona

(5) * Fecha de nacimiento del titular: (dd/mm/aaaa)

09 / 09 / 1973

(6) Nacionalidad del titular

Española

(8) Nombre de la organización que expide el documento

Bell-lloc del Pla

(10) * Fecha de expedición: (dd/mm/aaaa posterior a la última de la movilidad)

30 / 06 / 2023

(11) * Org. de origen: Nombre, tipo, dirección

Colegio Bell-lloc del Pla. Can Pau Birol, 2-6. 17005-Girona

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A17015215

(13) * Org. de origen: Nombre(s) y apellido(s) de la persona de referencia o tutor

Ramon Homs Marquès

(14) * Org. de origen: Título/cargo

Director

(15) Org. de origen: Teléfono

972232111

(16) Org. de origen: Correo electrónico

ramon.homs@bell-lloc.org

(17) * Org. de acogida: Nombre, tipo, dirección

Laboratory of Climatology and Topoclimatology
Department of Geography

(18) * Org. de acogida: Documento de identidad de la persona de referencia o tutor (NIF, Pasaporte, CIF, Otro identificador único)

Y9449372C

(19) * Org. de acogida: Nombre(s) y apellido(s) de la persona de referencia o tutor

Sébastien Doutreloup

(20) * Org. de acogida: Título/cargo

PhD, 1st Assistant

(21) Org. de acogida: Teléfono

(22) Org. de acogida: Correo electrónico

(23) Objetivo del proyecto de movilidad

Teachers workshop

(24) * Nivel Educativo o equivalente

Estudios Universitarios

(25) * Rama profesional

Química

(26) * Programa Europeo o Transnacional

KA220-SCH

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30 / 05 / 2023

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5.a DESCRIPCIÓN DE LAS CAPACIDADES Y COMPETENCIAS ADQUIRIDAS DURANTE LA ESTANCIA FORMATIVA

(29a) * Actividades / tareas llevadas a cabo durante el proyecto de movilidad

Presentación de los módulos del training course llevadas a cabo por cada partner. Puesta en común y sugerencias de mejora. Testeo de la assessment tool. Repaso al management del proyecto, tareas de

(30a) * Capacidades y competencias adquiridas relacionadas con el empleo

Manejo de una plataforma de evaluación y formación para profesorado de primaria.

(31a) Capacidades y competencias lingüísticas adquiridas (si no están incluidas en las anteriores)

Perfeccionamiento del inglés hablado, mejora vocabulario científico

(32a) Capacidades y competencias digitales adquiridas (si no están incluidas en las anteriores)

Uso de presentaciones, hojas de cálculo y editor de textos. Compartición de archivos en línea.

(33a) Capacidades y competencias de organización/gestión adquiridas (si no están incluidas en las anteriores)

Cohesión en un proyecto multidisciplinar con diversidad de especializaciones de los partners.

(34a) Capacidades y competencias comunicativas adquiridas (si no están incluidas en las anteriores)

Fluidez en inglés. Interacción con docentes y profesionales de Grecia, Bélgica y Luxemburgo.

(35a) Otras capacidades y competencias adquiridas

Escucha activa, trabajo en grupo, red profesional

(36a) * Fecha de validación: (dd/mm/aaaa)

30 / 06 / 2023

5.b REGISTRO DE LOS CURSOS SEGUIDOS Y DE LAS NOTAS/CALIFICACIÓN/PUNTOS/CRÉDITOS OBTENIDOS

(29b) * Número de matrícula del beneficiario

(36b) Memoria / informe / tesis (si procede)

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(5) * Holder's date of birth: (dd/mm/yyyy)

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(6) Nationality of the holder

(8) Name of the issuing organisation

(10) * Issuing date: (dd/mm/yyyy after last mobility date)

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(11) * Sending partner: Name, type and address

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(14) * Sending partner: Title/position

(15) Sending partner: Telephone

(16) Sending partner: E-mail

(17) * Host partner: Name, type and address

(18) * Host partner: Identification document of reference person/mentor (NIF, Passport, CIF, Another unique identifier)

(19) * Host partner: Surname(s) and first name(s) of reference

person/mentor

(20) * Host partner: Title/position

(21) Host partner: Telephone

(22) Host partner: E-mail

(23) Objective of the Europass Mobility experience

(24) * Education Level or equivalent

(25) * Professional branch

(26) * European or Transnational Program

(27) * Duration of the Europass Mobility experience (From):

(dd/mm/yyyy)

 / /

(28) * Duration of the Europass Mobility experience (To):

(dd/mm/yyyy)

 / /

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE

(29a) * Activities/tasks carried out

(30a) * Job-related skills and competences acquired

(31a) Language skills and competences acquired (if not included under Job-related skills and competences)

(32a) Computer skills and competences acquired (if not included under Job-related skills and competences)

(33a) Organisational skills and competences acquired (if not included under Job-related skills and competences)

(34a) Social skills and competences acquired (if not included under Job-related skills and competences)

(35a) Other skills and competences acquired

(36a) * Skills and competences acquired / Date: (dd/mm/yyyy)

 / /

5.B RECORD OF COURSES COMPLETED AND INDIVIDUAL GRADES/MARKS/CREDITS OBTAINED

(29b) * Student matriculation number

(36b) Essay/report/dissertation

(37b) Certificate/diploma/degree awarded if any

(40b) * Date of validation: (dd/mm/yyyy)

 / /

(41b) * Name, address and status of the institution



Description of the institutional grading system

A large, empty rectangular box with a thin black border and a small diagonal line in the bottom right corner, intended for the user to provide a description of the institutional grading system.

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Holder of the document

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Guillemes Vilarrasa

FIRST NAME(S)

Estel

ADDRESSAv. Zona Esportiva nº40, Les Preses
17178, Girona, Spain**DATE OF BIRTH**

11	04	1988
dd	mm	yyyy

NATIONALITY

Spain

Issuing organisation

NAME OF THE ORGANISATION

Blue Room Innovation

ISSUING DATE

30	06	2023
dd	mm	yyyy

Sending partner

NAME AND ADDRESSBlue Room Innovation, technology company, Cristófol Grober 4, local 35, 17001 -
Girona**STAMP AND/OR SIGNATURE**Document electronically validated by
Denisa Gibovic with identification
B55237689.**SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR**

Denisa Gibovic

TITLE/POSITION

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E-MAIL

info@blueroominnovation.com

Host partner

NAME AND ADDRESSLaboratory of Climatology and Topoclimatology
Department of Geography
University of Liège
Clos Mercator, 3
4000 Liege**STAMP AND/OR SIGNATURE**Document electronically validated by
Sébastien DOUTRELOUP with
identification Y9449372C.**SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR**

Sébastien DOUTRELOUP

TITLE/POSITION

PhD, 1st Assistant

E-MAIL

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Europass Mobility is a standard European document, which records details of the contents and the results -in terms of skills and competences or of academic achievements- of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

Description of the mobility experience

EDUCATION LEVEL OR EQUIVALENT

Other

PROFESSIONAL BRACH

Others

EUROPEAN OR TRANSNATIONAL PROGRAM

KA220-VET

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

FROM

30 | 05 | 2023
dd mm yyyy

TO

01 | 06 | 2023
dd mm yyyy

Skills acquired during the mobility experience

ACTIVITIES/TASKS CARRIED OUT

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
- Making your school greener: how to implement changes
- Why carry out a sustainability and Green practices audit
- Instructions on how to sess the practices of your school
- Engaging and involving pupils and staff
- ¿Eco code¿ for your school In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment.

The agenda of the 2nd stage includes:

- The Greener Green Assessment Tool (presentation of the tool).
- Questionnaires for teachers
- Questionnaires for school staff
- How to identify practices that need improvement
- How to use suggestions provided by the tool
- Developing an action plan
- The ¿Green committee¿
- How to transfer the know-how

JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to:

- ¿be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- ¿understand how to execute the pilot tests in their organisations

LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants

Active listening and learning

COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

ORGANISATIONAL / MANAGERIAL SKILLS

Analytical and problem-solving skills.

Creative thinking, developing creative and effective ideas.

COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.

Collaboration skills in order to link with others, participate in online networks & communities, interact constructively. Motivation and ability to solve problems.

OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

DATE

30	06	2023
dd	mm	yyyy

SIGNATURE OF THE REFERENCE PERSON/MENTOR

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SIGNATURE OF THE HOLDER

Document electronically validated by Estel Guillaumes Vilarrasa with identification 40363544Q.



Holder of the document

SURNAME(S)

Gibovic

FIRST NAME(S)

Denisa

ADDRESSGran Via Carles III Street, 98, floor 10,
08028 - Barcelona, Spain**DATE OF BIRTH**

07	06	1975
dd	mm	yyyy

NATIONALITY

Austria

Issuing organisation

NAME OF THE ORGANISATION

Blue Room Innovation

ISSUING DATE

30	06	2023
dd	mm	yyyy

Sending partner

NAME AND ADDRESSBlue Room Innovation, technology company, Cristòfol Grober 4, local 35, 17001 -
Girona**STAMP AND/OR SIGNATURE**Document electronically validated by
Denisa Gibovic with identification
B55237689.**SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR**

Denisa Gibovic

TITLE/POSITION

CEO

Host partner

NAME AND ADDRESSLaboratory of Climatology and Topoclimatology
Department of Geography
University of Liège
Clos Mercator, 3
4000 Liege**STAMP AND/OR SIGNATURE**Document electronically validated by
Sébastien DOUTRELOUP with
identification Y9449372C.**SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR**

Sébastien DOUTRELOUP

TITLE/POSITION

PhD, 1st Assistant

E-MAIL

s.doutreloup@uliege.be

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Description of the mobility experience

OBJECTIVE OF THE MOBILITY EXPERIENCE

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.

EDUCATION LEVEL OR EQUIVALENT

Other

PROFESSIONAL BRACH

Others

EUROPEAN OR TRANSNATIONAL PROGRAM

KA220-VET

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

FROM

30 | 05 | 2023 |
dd | mm | yyyy

TO

01 | 06 | 2023 |
dd | mm | yyyy

Skills acquired during the mobility experience

ACTIVITIES/TASKS CARRIED OUT

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
 - Making your school greener: how to implement changes
 - Why carry out a sustainability and Green practices audit
 - Instructions on how to assess the practices of your school
 - Engaging and involving pupils and staff
 - ¿Eco code¿ for your school
- In the second phase, participants are going to follow the Greener Green assessment tool and do a test assessment of their organisation.

The aim is to show participants how to use the Assessment tool and implement the 360 assessment.

The agenda of the 2nd stage includes:

- The Greener Green Assessment Tool (presentation of the tool).
- Questionnaires for teachers
- Questionnaires for school staff
- How to identify practices that need improvement
- How to use suggestions provided by the tool
- Developing an action plan
- The ¿Green committee¿
- How to transfer the know-how

JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to:

- ¿be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- ¿understand how to execute the pilot tests in their organisations

LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants
Active listening and learning

COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

ORGANISATIONAL / MANAGERIAL SKILLS

Analytical and problem-solving skills.
Creative thinking, developing creative and effective ideas.

COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions.

Collaboration skills in order to link with others, participate in online networks & communities, interact constructively. Motivation and ability to solve problems.

OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

DATE

30	06	2023
dd	mm	yyyy

SIGNATURE OF THE REFERENCE PERSON/MENTOR

Document electronically validated by Sébastien DOUTRELOUP with identification Y9449372C.

SIGNATURE OF THE HOLDER

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4 DATE OF BIRTH	5 NATIONALITY	
30 05 1986	belgian	

Issuing organisation

6 NAME OF THE ORGANISATION *	7 DOCUMENT NUMBER *	8 ISSUING DATE *
Centre Europass Belgique francophone	/	30 05 2022

Sending partner

9 NAME AND ADDRESS *	10 STAMP AND/OR SIGNATURE
Laboratory of Climatology and Topoclimatology Department of Geography University of Liège Clos Mercator, 3 4000 Liege Belgium	UNIVERSITÉ DE LIÈGE DEPARTEMENT DE GEOGRAPHIE QUARTIER VILLAGE 4 CLOS MERCATOR, 3 - BÂTIMENT B11 B-4000 LIÈGE (Sart-Tilman) Parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48
11 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	12 TELEPHONE
Doutreloup Sébastien	
13 TITLE/POSITION	14 E-MAIL
1 st Assistant	s.doutreloup@uliege.be

Host partner

15 NAME AND ADDRESS *	16 STAMP AND/OR SIGNATURE
Laboratory of Climatology and Topoclimatology Department of Geography University of Liège Clos Mercator, 3 4000 Liege Belgium	UNIVERSITÉ DE LIÈGE DEPARTEMENT DE GEOGRAPHIE QUARTIER VILLAGE 4 CLOS MERCATOR, 3 - BÂTIMENT B11 B-4000 LIÈGE (Sart-Tilman) Parking 12 & 13 - Tél: +32 4 366 54 78 & +32 4 366 52 48
17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSON/MENTOR *	18 TELEPHONE
Sébastien DOUTRELOUP	
19 TITLE/POSITION	20 E-MAIL
PhD, 1 st Assistant	s.doutreloup@uliege.be

* Headings marked with an asterisk are mandatory.

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Description of the mobility experience

21 OBJECTIVE OF THE MOBILITY EXPERIENCE *

Joint staff training event for teachers/trainers in Liège to be familiarized with the elearning course and the assessment tool of the Greener Green Erasmus+ project.

22 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED

Greener Green schools: Developing sustainability practices in primary schools - Greener Green

23 COMMUNITY OR MOBILITY PROGRAMME INVOLVED

ERASMUS+ PROGRAMME Greener Green project no.: 2021-1-ES01-KA220-SCH-000032687

DURATION OF THE EUROPASS MOBILITY EXPERIENCE

24 FROM * 30 05 2023 25 TO * 01 06 2023
 dd mm yyyy dd mm yyyy

Skills acquired during the mobility experience

26A ACTIVITIES/TASKS CARRIED OUT *

The activity is divided into two phases.

In the first phase, participants follow and test the elearning course. In particular, the agenda of the 1st phase includes:

- Competences and digital skills for the "green" teacher and best practices for a green school (Presentation of the synthesis report)
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- Instructions on how to assess the practices of your school
- Engaging and involving pupils and staff

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- How to use suggestions provided by the tool
- Developing an action plan
- The "Green committee"
- How to transfer the know-how

27A JOB-RELATED SKILLS

Upon completion of the training course, the participant is expected to:

- be familiarized with the Greener Green elearning course and the Greener Green assessment tool
- understand how to execute the pilot tests in their organisations

28A LANGUAGE SKILLS

Spoken interaction in English with trainers and other course participants

Active listening and learning

29A COMPUTER SKILLS

Through the practical activities use of current applications was fostered, as well as using the mobile devices to support learning and finding resources.

30A ORGANISATIONAL / MANAGERIAL SKILLS

Analytical and problem-solving skills.

Creative thinking, developing creative and effective ideas.

31A COMMUNICATION SKILLS

Improving of the English language by participating in an international training course.

* Headings marked with an asterisk are mandatory.

Learning and working in multi-lingual and multi-cultural environment. Working in a team during workshop sessions. Collaboration skills in order to link with others, participate in online networks & communities, interact constructively. Motivation and ability to solve problems.

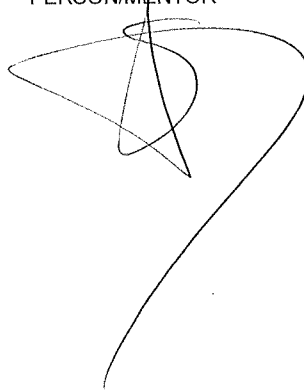
32A OTHER SKILLS

Soft skills such as self-awareness, self-regulation and active listening were cultivated in order to be able to create authentic, meaningful relationships that are vital in the process of learning.

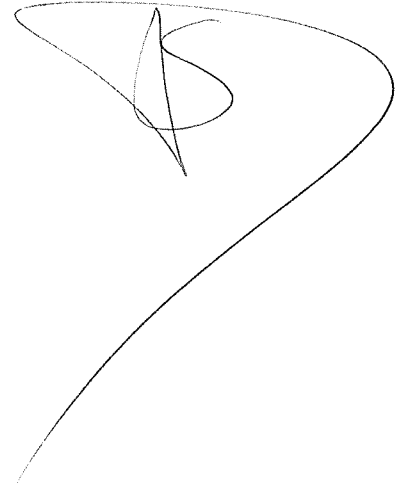
33A DATE *

12 03 2024

34A SIGNATURE OF THE REFERENCE PERSON/MENTOR *



35A SIGNATURE OF THE HOLDER



* Headings marked with an asterisk are mandatory.