



Application

Programme	Erasmus+
Action Type	KA210-SCH - Small-scale partnerships in school education (KA210-SCH)
Call	2025
Round	Round 1

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Context

Field	School Education
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Project Title	History in Digital
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Project Acronym	HD
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Project Start Date (dd/mm/yyyy)	Project Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/09/2025	18 months	28/02/2027	RO01 - Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale	English

Project lump sum	60 000,00 €
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You can find the contact information of all National Agencies at the following webpage: [List of Erasmus+ National Agencies.](#)

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

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

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

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

SCHOOL EDUCATION: Development of key competences

SCHOOL EDUCATION: Recognition of learning outcomes for participants in cross-border learning mobility

Please select up to three topics addressed by your project.

Digital content and pedagogical practices

Bridging intercultural, intergenerational and social divide

International relations and development cooperation

Project description

What are the concrete objectives you would like to achieve and 'outcomes or results you would like to realise'? How are these objectives linked to the priorities you have selected?

History has always been regarded as the crucial element of school education, as young minds have to know history well to shape a better future. Learning history enriches our understanding of the world, helps us make better choices, and fosters a deeper appreciation for the diversity and complexity of human experiences. In school education history can be fascinating when taught with enthusiasm, using interactive and engaging methods. Exploring personal stories, connecting historical events to current issues, and using digital tools can all make history come alive. Integrating digital technologies into history teaching and learning will make difference in innovative teaching. In this project we aim to;

- 1.Utilize digital tools such as interactive timelines, virtual reality (VR) experiences, and digital storytelling to make history lessons more engaging and immersive for students.
- 2.Increase student interest and participation in history classes by incorporating multimedia elements.
- 3.Foster critical thinking by encouraging students to analyze and interpret historical data using digital tools and resources.
- 4.Support collaborative learning by implementing digital platforms that facilitate collaboration among students.
- 5.Integrate technology into curriculum by developing and implementing lesson plans.
- 6.Preserve and share local history by creating digital archives of local historical artifacts, stories, and interviews.
- 7.Assess impact on learning by evaluating the effectiveness of digital history integration through regular assessments and feedback from students and teachers.
- 8.Improve intra-personal (self-confidence) and interpersonal skills (communication) by collaborating with other schools from different geographies.
- 9.Highlight and develop transversal skills such as scientific and technological culture, ICT, take initiatives, collaborative working, personal and language competences.

Please outline the target groups of your project and describe their identified needs

In our project participants will be students, teachers, parents, students' families, school administrators, community members and local historians.

1. Students involved in this project are aged between 14-18 years old. They are the most important part of the project that we want them have interest and positive attitude towards history and technology.

- Engagement: Students need engaging and interactive ways to learn history to maintain interest and motivation.
- Critical Thinking Skills: Students need opportunities to develop critical thinking skills through analyzing historical data and events.
- Collaborative Learning: Students benefit from collaborative learning environments where they can work on group projects and share their findings.

2. Teachers of history, social sciences, science (biology, Chemistry, physics), foreign languages, literature, technology, ICT, music, drama and art will participate in this project.

- Professional Development: Teachers need training and support to effectively integrate digital tools and history into their curriculum.
- Technology Support: Teachers require technical support and resources to troubleshoot and effectively use digital tools in the classroom.
- Assessment Tools: Teachers need digital tools that help them assess student learning and provide feedback efficiently.

3.Parents will support the project with organization and dissemination.

- Support at Home: Parents need resources and guidance to support their children's history education at home.
- Engagement: Parents want to be involved in their children's learning and understand how digital tools can enhance history education.

4. School Administrators will be the key factor of the project that they will organize, apply and spread the project from the beginning to the end.

- Implementation Strategies: Administrators need clear strategies and plans for integrating digital history into the school curriculum.
- Funding and Resources: Access to funding and resources to invest in digital tools and professional development for teachers.
- Evaluation: Tools and methods to evaluate the effectiveness of digital history integration and its impact on student learning.

5. Community Members and Local Historians are the other key factors that they are the oral sources of history.

- Engagement: Community members and local historians need opportunities to engage with students and share their knowledge and experiences.
- Documentation and Preservation: Resources to help document and preserve local history using digital tools.
- Collaboration: Opportunities to collaborate with schools on history projects that benefit both students and the community.

By integrating digital technology into history teaching and learning and meeting these needs, we can create a more engaging, accessible, and effective history education experience for all involved.

Please describe the motivation for your project and explain why it should be funded

1. Engagement and Relevance: Traditional history teaching methods often fail to engage students, making it difficult for them to see the relevance of historical events in their lives. By integrating digital technology, we can create interactive and immersive learning experiences that capture students' interest and make history more relatable. Digital tools such as virtual reality (VR), interactive timelines, and digital storytelling can transform history lessons into dynamic and engaging activities.
2. Critical Thinking and Skills Development: Digital history tools enable students to analyze primary sources, historical data,

and artifacts, promoting critical thinking and analytical skills. Digital platforms facilitate collaborative projects, allowing students to work together, share ideas, and develop effective communication skills. These skills are valuable not only in history education but also in their future careers.

3. Preserving and Sharing History: Encouraging students to document and share their local history using digital tools helps preserve valuable cultural heritage. Digital history projects can connect students with peers and historians around the world, fostering a global perspective and appreciation for diverse cultures and experiences.

By funding this project, we can set a new standard for history education, making it more engaging, inclusive, and effective. Funding will enable us to invest in VR equipment, interactive software, and other digital resources that revolutionize the learning experience.

The project fosters collaboration between students, teachers, parents, and community members. This creates a supportive learning environment and strengthens the relationship between schools and their communities.

As a long-term benefit, the digital history resources and tools developed through this project can be used for years to come, providing lasting benefits to students and educators. The scalable nature of digital tools ensures that the project can be expanded and adapted to meet future needs.

Successful implementation of this project can serve as a model for other schools and educational institutions, promoting widespread adoption of digital history integration and improving history education on a larger scale.

The benefits extend beyond the classroom, fostering a greater appreciation for history and its relevance in our lives.

How does the project address the needs and goals of the participating organisations and the target groups ?

The project of embedding digital technology into history teaching and learning addresses the needs and goals of the participating organizations and target groups in different ways:

1. Students: The use of digital tools such as virtual reality (VR), interactive timelines, and digital storytelling makes history lessons more engaging and interesting, capturing students' attention and motivating them to learn. Digital tools encourage students to analyze and interpret historical data, promoting the development of critical thinking skills.

Digital platforms facilitate collaboration among students, allowing them to work together on historical research projects and presentations.

2. Teachers: Technical support and resources ensure that teachers can troubleshoot and effectively use digital tools in the classroom. Digital tools provide teachers with efficient methods to assess student learning and provide feedback.

3. Parents: The project offers resources and guidance for parents to support their children's history education at home, fostering a collaborative learning environment. Providing parents with information about how digital tools enhance history education helps them understand and support their children's learning.

4. School Administrators: Clear strategies and plans for integrating digital history into the school curriculum ensure smooth implementation and alignment with educational goals. Tools and methods to evaluate the effectiveness of digital history integration help administrators make informed decisions and improve educational outcomes.

5. Community Members and Local Historians: The project creates opportunities for community members and local historians to engage with students and share their knowledge and experiences. Collaboration between schools and community members on history projects strengthens the relationship between schools and their communities.

The project addresses the needs and goals of the participating organizations and target groups by enhancing history education, promoting digital literacy, encouraging critical thinking, building community connections, and supporting teacher development. The project ensures that all stakeholders benefit from the integration of digital technology into history teaching and learning.

What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

Cooperating with transnational partners can enhance the project's quality.

1. Collaborating with partners from different countries brings diverse cultural perspectives to the project. Partners from different educational systems and backgrounds can introduce innovative ideas and approaches.

2. Transnational partners can share their digital history resources, tools, and materials. This can expand the range of resources.

3. Students can engage in collaborative projects with peers from other countries, fostering a sense of global citizenship and mutual understanding. This can also improve their communication and teamwork skills.

4. Collaborating with international partners can provide students with opportunities to practice and improve their language skills, particularly if the partners speak different languages.

5. Teachers can benefit from professional development opportunities by learning from their international counterparts. This can include new teaching methodologies, digital tools, and strategies for integrating technology into history education.

6. Students and educators can develop a deeper understanding and appreciation of different cultures and historical contexts. This promotes cultural sensitivity and awareness.

7. Long-term partnerships can ensure the sustainability of the project, with ongoing support, resource sharing, and collaborative efforts to continually improve and adapt the project.

How does the project address the horizontal priorities ?

The project addresses the horizontal priority of digital transformation by focusing on the development of digital readiness, resilience, and capacity.

For digital readiness the project includes comprehensive training programs for teachers, students, and school

administrators on effectively using digital tools and resources. This ensures that all participants are equipped with the necessary skills and knowledge to navigate the digital landscape.

For digital resilience by fostering a culture of adaptability and flexibility, the project encourages participants to embrace new digital tools and approaches.

For digital capacity digital collaboration tools are implemented to enable seamless communication and cooperation among participants. This includes platforms for virtual meetings, collaborative document editing, and project management. The project establishes a system for continuous improvement by regularly evaluating the effectiveness of digital tools and practices. Feedback from participants is gathered to make necessary adjustments and ensure ongoing growth and development.

By addressing digital transformation through the development of digital readiness, resilience, and capacity, the project ensures that all stakeholders are well-prepared to navigate the digital landscape. This approach enhances the overall effectiveness and impact of the project, fostering a more engaged, informed, and digitally literate community.

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: [Organisation Registration System](#)

If you do not have OID number, you can create one here: [Register New Organisation](#)

Whenever an OID has reached the limit agreed of appearances in drafts and submitted forms, a notification by email will be sent to the Authorized person of that OID. We can include in the email a list of projects where that OID is encoded providing all the information necessary for him to act if he needs to: Form ID, Name of the applicant organization, National agency. If we don't have the NA and the applicant organisation filled in the form **we don't count this form** to the value which triggers the email notification.

According to the Programme Guide, each organisation (OID) can apply only once as applicant organisation and can be included in a total of 5 Small-scale partnerships in the fields of vocational education and training, school education, adult education and youth per application round. The maximum number includes all applications in the listed fields, regardless of whether the organisation is a coordinator or a partner. Once this limit is reached, it will not be possible to submit further applications with the same organisation (OID).

Applicant - Colegiul Economic Hermes- Bucuresti (E10332806 - RO)

Organisation ID	Legal name	Country
E10332806	Colegiul Economic Hermes- Bucuresti	Romania

Applicant details

Legal name	Colegiul Economic Hermes- Bucuresti
Country	Romania
Region	București - Ilfov
City	Bucuresti
Website	https://colegiulhermes.ro

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of organisation	School/Institute/Educational centre – Vocational Training (secondary level)

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Our school, Colegiul Economic Hermes is located in the central area of Bucharest, and it has has a diverse structure and educational forms, bringing - and a significant contribution to the economic and social-cultural life of the area. It is frequented by students from all Bucharest neighbourhoods and neighbouring areas. The teaching staff made up of teachers and teachers-instructors, has great availability for the training of a flexible youth, able to carry out the new reforms correctly and sustainably. The success of our students' training ended with their employment in a proportion of 92% and their integration into the Bucharest universities. Some of them, about 31%, managed to develop their own business, in their last year of education or after graduation. In our educational unit, young people can choose for purposes such as:

- ☐ Technician in economic activities
- ☐ Technician in hotel activities
- ☐ Technician in trade activities
- ☐ Dealer-seller
- ☐ Waiter (waiter) salesperson in food

What are the organisation's activities in the field of this application?

We do not have any activities in this field, as we are beginners. However, both teachers and students are very enthusiastic in this international project, that we have been working in etwinning projects so far. We have been using digital tools in different subjects and projects. We want to develop ourselves in integrating technology to the field of history with our partners from different regions of the world. Exchanging ideas, creating new tools and collaborating will be very stimulating for both teachers and students.

What profiles and age groups of learners are concerned by the organisation's work?

At Colegiul Economic Hermes, students between the ages of 15-19, who are taken from the outskirts of Bucharest and the surrounding villages, are educated.

Our school is among the best economical high schools in Romania, whose students are placed according to their exam scores back in 2022

There are over 600 students in total, with a total of 35 classes. Each classroom has an average of 26-27 students, and in general, we have tried to distribute boys and girls equally.

Most of these students are economically limited, geographically come from the surroundings, but, nevertheless, they are hard-working and successful students. Most of these students are individuals with limited economic status who do not have the opportunity to go abroad. With Erasmus projects, they will have the opportunity to gain experience abroad and develop themselves in the following years.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

1

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	0	0	2	0
Newcomer organisation	Yes			
Less experienced organisation	Yes			
First time applicant	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

All teachers have a bachelor's degree regarding the educational field, and all teachers possess digital and linguistic(English/Spanish/French) competences.
We didn't take part in any kind of Erasmus project, but we did participate in numerous contests regarding the economical field, and also, we participated in an exchange program, involving students and teachers, in Spain, Turkey and France, but this was 10 years ago. We participated in numerous contests (New York Youth Business Summit-2019, SIMULIMPRESSA, Italy -2018, Germany -2019) , where we got wonderful results.

Partner Organisations

Organisation ID	Legal name	Country
E10258216	SEMA YAZAR ANADOLU LİSESİ	Türkiye
E10162198	Liceo Classico Bernardino Telesio	Italy

SEMA YAZAR ANADOLU LİSESİ (E10258216 - TR)

Partner organisation details

Legal name	SEMA YAZAR ANADOLU LİSESİ
Country	Türkiye
Region	Kayseri
City	KAYSERİ
Website	http://semayazaral.meb.k12.tr

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of organisation	School/Institute/Educational centre – General education (secondary level)

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Sema Yazar Anatolian High School is a project school which accepts the students successful in LGS exam (high school entrance exam) and gives theoretical and applied education in the basic disciplines such as science, math, foreign language and social sciences. In our school, education is given in German and English encouraging multilingualism for education and society in European standards. Our school was opened in 1994-95 Academic Year and now, it has 22 classrooms all of which are equipped with digital tools. There are also a sports hall, Hybrid classrooms have been created where both face-to-face and remote educational activities can be organized in courses and activity applications. There are 42 teachers, 3 directors, 3 staff members and 521 students in our school and the number of students per classroom is nearly 26.

What are the organisation's activities in the field of this application?

The students who have chosen their tracks prepare for the university exam with a 2-year studying and planning under the control of mentoring teachers. Our students are given achievement based individual trainings as a result of exam analyses. In our school, various projects are carried out such as robotic coding, STEAM, technological design, software, social responsibility, fight against climate change, inclusion and supporting of disadvantaged groups, collaboration with non-governmental organization, the scientific and technological research council of Turkey (TUBİTAK) 4006- 2204 A and 2204 D, Technofest, Deneyap Workshop studies, plant painting and E-twinning projects. Every student is included in at least one project according to their interests and democratic participation.

What profiles and age groups of learners are concerned by the organisation's work?

Age range of our students is between 14-18. Our students are made up of academically successful individuals selected as a result of LGS exam (high school entrance exam). In addition to those being trained in Science and Art Centers and Kayseri Deneyap Workshops, we also have students with special talents to whom we apply individualized educational programs for STEAM courses under the name of supportive education. For TUBİTAK and TECHNOFEST, our students have developed projects in the areas of software, technological design, intelligent transportation systems, protection of natural and cultural heritage, climate change, plant painting, biodiversity and design of e-materials.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in school education (KA210-SCH)	1	0	13	1
Small-scale partnerships in vocational education and training (KA210-VET)	0	0	1	0
Newcomer organisation	No			
Less experienced organisation	Yes			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

In our school with a corporate history of 31 years, two K226 project applications, and two KA220 SCH project applications were realized in 2020. In 2021, one KA122 SCH and one KA210 SCH project coordinator applications were made to Turkish National Agency. In 2022 one KA221 and one KA210 SCH applications were made to Turkish National Agency. Also in 2023 one KA220 SCH project was applied. However, the projects could not receive a grant due to budget limitation.

On the other hand, our 2021 KA210 SCH application was approved from Hungary National Agency. We realized our project "CODE" in two years time.

Özlem Gençtürk, who has master degree in English Language Teaching, is our project coordinator. She has founded 5 e-twinning projects and contributed to 4 different e-twinning projects with foreign partners. She received 4 European and 9 National Quality Label. She also wrote and applied 5 different Erasmus projects. She worked as a project mentor in KA210 SCH Erasmus project. She joined European School Net Academy and completed "Teaching Sustainability for Action Rerun" course. She also applied TUBITAK 2204-A projects.

Muammer Özbebit, who has master degree in History Teaching, is our second project coordinator. He worked in research and development activities, strategic planning and quality standards of National Education Directorate. He applied numerous TUBITAK 2204-A projects with high school students. He has three degrees in province and two in region. He has contributed two e-twinning projects and has National Quality Labels. He contributed different Erasmus projects within Provincial Directorate of National Education. He has also worked in TEKNOFEST projects.

Our e-Twinning projects

2020

1. Digital Creative Drama
2. Digital Disaster Management

2021

1. Water Friendly Schools
2. Single Size Fits Everyone (IoT)

2022

1. Cooking for health
2. My Footprints
3. I am aware of my cultural heritage

2023

1.CODE

2024

- 1.Digital History
- 2.My Future World

Qualifications of teachers, projects, art, sports:

Our eight teachers, two of biology, math, language teachers, and one from chemistry and history teachers have master's degree. We have five e-Twinning awarded teachers three of whom have national quality label and two of whom has European quality label. We also have a team of students being trained in Turkey DENEYAP workshops, a review expert for DENEYAP projects and 7 teachers with an advanced level of foreign language (German-English). In 2024 we received grant for our submarine team from TECNOFEST.

Liceo Classico Bernardino Telesio (E10162198 - IT)

Partner organisation details

Legal name	Liceo Classico Bernardino Telesio
Country	Italy
Region	Calabria
City	Cosenza
Website	www.liceotelesiocosenza.gov.it

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of organisation	School/Institute/Educational centre – General education (secondary level)

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Liceo Telesio is a humanistic high school that offers a comprehensive curriculum combining classical studies with scientific disciplines. Its main activities include rigorous instruction in Literature, Philosophy, History, Latin, and Greek, art and English along with Science, Mathematics and Physics. The school also provides specialized pathways in Biomedical Sciences and a Cambridge track with IGCSE Exams. Liceo Telesio fosters critical thinking, creativity, and intercultural competence through debates, seminars, cultural events, and international exchange projects, while integrating digital tools and innovative teaching methodologies. These activities prepare students to become well-rounded, ethically responsible citizens ready for higher education and the challenges of a globalized society.

What are the organisation's activities in the field of this application?

Liceo Classico Statale "B. Telesio" is committed to enhancing history education through innovative methodologies and digital tools. The school integrates interdisciplinary approaches, combining humanities with digital literacy to foster critical thinking and intercultural awareness. Within this project, the school will develop and implement interactive digital resources, such as digital storytelling, virtual tours, and multimedia timelines, to make history more engaging. It will also facilitate workshops and teacher training on using technology in history education. Through international collaboration, the school aims to promote European values, historical awareness, and cross-cultural exchange, actively involving students and teachers in project-based learning experiences that bridge traditional and digital methods.

What profiles and age groups of learners are concerned by the organisation's work?

Liceo Classico Statale "B. Telesio" serves students aged 14 to 19, focusing on a rigorous academic curriculum that blends humanities, sciences, and digital literacy. The school caters to high-achieving learners with strong analytical and critical thinking skills, preparing them for higher education and global challenges. In the context of this project, students will engage in innovative history education through digital tools, fostering intercultural competence and technological proficiency. The initiative targets students interested in history, digital humanities, and collaborative international learning, encouraging active participation in workshops, virtualexchanges, and digital content creation. Teachers, as facilitators, will also benefit from training in digital methodologies, ensuring sustainable integration of technology in history education.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

5

Action	As Applicant		As Partner or Consortium Member	
	Number of project	Number of granted	Number of project	Number of granted

Type	applications	projects	applications	projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	

Would you like to make any comments or add any information to the summary of your organisation's past participation?

Although there was a five-year pause in Erasmus+ participation, the school has remained engaged in digital and intercultural learning. It has continued fostering international partnerships through eTwinning projects, online collaborations with foreign schools, cultural study trips, and guided educational visits. Additionally, the school organizes work-study programs (stages) abroad, providing students with valuable international experiences. This renewed participation reflects the school's strategic focus on European mobility, digital innovation, and multilingual education, aligning with its internationalization plan and commitment to high-quality education.

Cooperation arrangements

How was the partnership formed? What are the strengths that each partner will bring to the project?

The project partnership was formed within the framework of good relations established in our eTwinning project. (<https://school-education.ec.europa.eu/en/etwinning/projects/digital-history/twinspace>) The eTwinning project “Digital History” was formed in 2024 by Özlem Gençtürk from Türkiye and Elena Pirvu from Romania. Third partner Catia Mele, from Italy, is also our eTwinning project partner. These three partners from three different countries are primary contact people of their schools.

We had a good relationship in this project and with the Call for Proposal of 2025 we intended to take our relationship to a wider platform Erasmus+. We had online meetings and shared our needs and objectives. (<https://school-education.ec.europa.eu/en/etwinning/projects/digital-history/twinspace/pages/online-meetings>)

During the meetings we had with our teachers and students, we got the chance to know each other. We realized that both our teachers and students have deficiencies required to be completed about the use of digital tools and knowledge of history. We came to the conclusion that it is important to develop substructure of our schools and skills of teachers and students about technological developments and history education for future Europe.

Three schools; coordinator from Romania, one school from Turkey, the other from Italy will work collaboratively for the aims of the project.

Coordinator school from Romania, which has economically disadvantaged students from outskirts and villages of Bucharest, is equipped with modern laboratories and computer rooms, providing students with experience in using the latest technology. It also offers specialized programs in information technology, helping students develop essential skills for the digital age. The school itself has a rich history, dating back to the 19th century, which adds a unique perspective to its history education. Students participate in various cultural and historical projects, enhancing their understanding of local and global history.

The Turkish school, which is executing a lot of projects in the fields of science, maths and social sciences, has a staff with academic experiences in this area, will contribute to our project with its project experiences in the fields of STEM and STEAM based teaching material development, 3D modelling in science lessons, applications of augmented reality, supporting foreign language education with web tools and encouraging multi-lingualism, plant painting, water and waste management and software.

The Italian school, which offers a strong classical education, focusing on the study of ancient Greek and Latin languages, literature, and philosophy, provides students with an understanding of classical civilizations and their impact on modern society. The school's cultural activities, theater productions, literary competitions, and historical reenactments, help students engage with their studies in a creative and interactive way.

How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?

The partnership was designed in the structure of cooperation with the purpose of ensuring collaboration between schools in which the organizations work transparently, fairly and mutually beneficially and ensuring sustainability for Europe. After deciding to form a partnership, contact persons and legal individuals responsible of all schools held an online meeting. During the meeting, the form of Erasmus + new call for proposals was examined meticulously. We decided that our Erasmus+ project will be the follow-up of our eTwinning project according to the needs of the schools. Problem analyses, budgeting and cost analyses were made. Our partnership anticipated to share risks and mutual benefits. All partner schools committed to use their human resources and physical facilities.

Project activities were determined according to order of priority under mutual agreements between all partners. As the project coordinator, we will inform our partners at every stage of the project. Responsibility of information will belong to the contact person of each country. Before each movement, an online meeting will be held with participation of the entire project team under the chairmanship of school directors.

A WhatsApp group was created to provide instant communication during application and writing of the project.

A partnership agreement will be concluded for good cooperation and communication between the partners during the project process. Duties and responsibilities of each partner and coordinator will be detailed in the agreement specific to the project beneficiaries. Language of the agreement will be English. The person to be contacted will be the contact persons of each school.

Apart from social media, discussions will also be made through e-mail and teleconference.

Decisions will be taken with the participation of all partners, and all activities, correspondences and meeting minutes will be filed in terms of accountability.

For healthy management of the project, responsible persons will be assigned from each school, one for monitoring and one for assessment. The person responsible for monitoring will give information about progress of the project as the mentor, and if necessary, will make changes during the process. Feasibility of activities, outputs and use of financial resources will be monitored. The person responsible for assessment will be an observer out of the project team. S/he will measure realization of the targets at the beginning, in the middle and at the end of the project.

The techniques and methods such as portfolio, interview, pre-test, post-test, table, graphics, qualitative and quantitative performance indicators will be used.

Please describe how you will use Erasmus+ platforms for preparation, implementation or follow-up of your project?

Erasmus+ platforms offer a range of tools and resources that can be incredibly useful for the preparation, implementation, and follow-up of our project. Our partners of the project have already met via eTwinning project of "Digital History" (<https://school-education.ec.europa.eu/en/etwinning/projects/digital-history/twinspace>) We will start a new eTwinning project named "History in Digital" to be used during the project and follow-up activities. We plan to use eTwinning platform during the project for preparation to:

- enable participant teachers and students to conduct and attend online classes created on eTwinning platform which is open to all the partners;
- organize media library and add media folders which includes all files, PPPs, paperwork and conclusions of each meeting;
- carry out a survey on innovative teaching of history;
- vade mecum section: online project diary will be kept on twinspace. Students will share their experiences and feelings after each meeting;
- online discussion "Global History" will be held on European School Education Platform.

For follow-up activities:

- reports of the survey will be analyzed and shared on twinspace;
- self teaching materials like quizzes and Web2.0 tools will be uploaded;

Teachers will be in charge of following and controlling every step of this process.

The achievements to be obtained as a result of the project studies will be included in EPALE platform. Furthermore, Erasmus+ project results platform will be used actively by the coordinator school. Dissemination activities will be performed by including the materials to be produced within the scope of the project and social media shares in Erasmus+ Project Results Platform.

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

The coordinator will be aware of other partners' staying in touch and obeying deadlines of the planned activities. There will be a permanent contact person who shares any information or changes in his/her own school as soon as possible, guides their colleagues, does the paperwork and disseminates the activities. Each school will have project teams that will always be in touch with each other. They will be responsible for cooperation, communication and implementation of the project. On the project websites of partners each school will see the progress of the project. The coordinator will be responsible for carrying out the project and activities on decided times; supervise the activities; solve any problems that may occur; inform partners about financial situation; control and check the surveys if they are suitable to reach project goals and evaluate them in a correct way. In addition, a detailed agenda and a monthly to-do list will be made in cooperation with all partners and according to the calendar of the schools.

Common tasks of all the partners:

- Supporting the coordinator institution and their own participants
- Sticking to the tasks in the agenda of the project
- Organizing and participating in the mobilities
- Preparing and evaluating reports and surveys
- Holding exhibitions

The tasks and responsibilities partners;

Coleguil Economic Hermes will;

- share the planned activities on digital platforms and follow them
- control the dissemination works whether they are done according to the schedule.

Sema Yazar Anadolu Lisesi will;

- build a website and update it
- create eTwinning project in European School Education Platform.

Liceo Classico Statale "B. Telesio" will;

- disseminate the training materials prepared by the participants - prepare e-magazine of the activities/products introduced during the project.

Activities

All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.

In the following sections, you are asked to provide details about each project activity.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please include in the section below all planned activities and indicate the grant amount allocated to each one. Keep in mind that the total amount should be equal to the Project lump sum requested.

Activity Title	Estimated start date	Estimated end date	Activity duration (in days)	Grant amount allocated to the activity (EUR)
Virtual History	04/12/2025	08/12/2025	5	20 000,00
Historical Narratives	07/05/2026	11/05/2026	5	20 000,00
Timelines Unfolded	12/11/2026	16/11/2026	5	20 000,00
Total			15	60 000,00

Activity Details (Virtual History)

Please complete the following table

Activity Title	Virtual History
Venue	Türkiye
Estimated start date	04/12/2025
Estimated end date	08/12/2025
Leading Organisation	SEMA YAZAR ANADOLU LİSESİ (Türkiye)
Participating Organisations	Liceo Classico Bernardino Telesio (Italy) Colegiul Economic Hermes- Bucuresti (Romania)
<u>Grant amount allocated to the activity</u>	20 000,00 €

Describe the content of the proposed activity.

09.2025

- Online meeting with the participants
- Presentation of the project to students, teachers and school staff
- Distribution of tasks, creation of Erasmus+ team, creation of e-mail group, project blog
- Introduction of the project to the local media
- Publishing the project on school websites

10.2025

- Implementation of pre-evaluation test both to the students and teachers
- Start writing reflective journals
- Announcing the results on the website
- Safer Internet Day activities

11.2025

- Designing logo of the project (competition of logo designs)
- short-term joint staff training
- Online meetings for preparation to mobility

12.2025

Short term student and teacher mobility (in Turkey)

1st Day: Introduction of the country, city, culture and warm up activities

2nd Day: Discussion of student-centred education understanding based on questioning, presentation of digital Technologies
Observation of science and technology, maths, informatics and foreign language classes

Introduction and training of virtual tour maker

3rd Day: Visit to "Gevher Nesibe Medical Medrese", "Kayseri Castle" and "Historical Kayseri High School" to take photos
and record videos

4th Day: Creating virtual tours of the historical places visited in mixed teams

Broadcasting these virtual tours on project blog and school websites

5th Day: Evaluation and writing reports of first mobility

Participating a Turkish cooking class for cultural exchange

A traditional Turkish entertainment

01.2026

- Preparing an exhibit about the first mobility to disseminate our project
- Publishing these materials on the project blog and eTwinning (European School Education Platform) page.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

First mobility will be to Türkiye. It will last 5 days except travel days. 3 teachers and 5 students from Romania, 3 teachers and 5 students from Italy will participate in the mobility. From the host school there will be 5 teachers; one mentor, two contact people, one manager and one for support (responsible for accommodation, hotel transfers, and the other needs for the guests)

Moreover 2 students will be responsible for language support to guests. The number of the participants to the mobilities were determined according to the distance of the countries, population of

the country, the number of the teachers and students of the schools and the budget of the project. The partners negotiated for the number of the participants beforehand.

All school staff and students, parents, other schools' staff, local governments and volunteers will benefit from the results of the activity.

It will be ensured to include the participants who aim to develop reasoning and self-evaluation skill, have high motivation to produce solutions for global and social problems using technology, promote solidarity and cooperation and have high level of digital literacy in the activity program.

Explain how is this activity going to help to reach the project objectives.

Introduction of the country, city, culture fosters mutual respect and appreciation for diversity. Warm-up activities help build a sense of camaraderie and cooperation among participants from different countries. Discussing student-centered education and digital technologies promotes the sharing of innovative teaching practices. Observing various classes exposes students and teachers to new methods and technologies, enhancing their digital literacy and pedagogical skills. Training on virtual tour making equips participants with practical skills to integrate technology into history education. Visiting historical sites allows participants to gather real-world content for creating virtual tours, bridging the gap between theory and practice. Experiencing historical sites deepens participants' understanding of the local history and culture. Working in mixed teams promotes teamwork and intercultural collaboration, helping participants learn from each other. Creating and broadcasting virtual tours demonstrate the practical use of digital tools in history education and encourages active participation and creativity, making history learning more engaging and interactive. Writing reports and evaluating the first mobility helps participants reflect on their experiences and identify areas for improvement. Participating in a Turkish cooking class and traditional entertainment fosters deeper cultural understanding and appreciation, strengthen the bonds between participants, creating a sense of community and shared purpose.

Describe the expected results of the activity.

All learners have different abilities and gifts. Educators make use of this to inspire creativity in students.

Using technology and innovative methods for 21st century's learners will create more motivational, and dynamic educational environment. Thanks to this meeting, the participants will:

- see and analyze other educational systems and curriculum; therefore integrate new methods with their own teaching;
- decide on appropriate digital tools to enrich the classroom environment;
- improve ICT skills;
- know how to differentiate their teaching methods by using technology;
- raise awareness towards other life styles, cultures.

Please describe how you determined the grant amount attributed to this activity.

The estimated costs for the activity were found by estimated cost calculation of the number of participants, travel, accommodation and office expenses. The costs were calculated according to distance of km between countries for travels, means of transport to be used for travel, hotel prices in the country to be visited, expenses of transport between the hotel and the school, daily travel allowance amount of the participants, and the expenses of materials, equipment and tools to be used for the activities. Insurance costs for transfers and travels were included in the calculation.

Furthermore, the expenses of trips and transports to the learning area where the activity will be performed were also included in estimated cost calculations.

In addition to these expenses training and cultural exchange expenses like language or cooking classes, traditional entertainment were calculated. While determining the costs, information was exchanged between the partner countries for correct cost calculation.

The first mobility will be in Turkiye. There will be 12 participants with budget and individual support.

Travel distance:

1- From Cosenza, Italy to Kayseri, Turkiye: 500 – 1999 km (275 EUR per person (7x 275 EUR = 1.925 EUR. 4 participating students of individual support x 60 EUR = 240 EUR x 7 days = 1.680 EUR. 3 companion teachers x 110 EUR =330 EUR x 7= 2310 EUR. TOTAL: 5915 EUR.

2- From Bucharest, Romania to Kayseri, Turkiye: 500 – 1999 km (275 EUR per person (7x 275 EUR = 1.650 EUR. 4 participating students of individual support x 60 EUR = 240 EUR x 7 days = 1680 EUR. 3 companion teachers x 110 EUR=330 EUR x 7= 2310 EUR. TOTAL: 5915 EUR.

The amount requested for project management: 8170 EUR.

Total budget for these activities: 20.000 EUR.

Activity Details (Historical Narratives)

Please complete the following table

Activity Title	Historical Narratives
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Venue	Italy
Estimated start date	07/05/2026
Estimated end date	11/05/2026
Leading Organisation	Liceo Classico Bernardino Telesio (Italy)
Participating Organisations	SEMA YAZAR ANADOLU LİSESİ (Türkiye) Colegiul Economic Hermes- Bucuresti (Romania)
Grant amount allocated to the activity	20 000,00 €

Describe the content of the proposed activity.

02.2026

- Portraying a historical figure lived in that region
- Publishing them on Twinspace, project blog and school websites
- Safer Internet Day activities

03.2026

- Creating a digital exhibition about the history of the region from BC to present
- Publishing them on Twinspace, project blog, and school websites

04.2026

- Interview local elderly residents to document their memories and experiences related to significant historical events
- Online meeting for preparation to mobility

05.2026

- Short term student and teacher mobility (in Italy)

1st Day: Introduction of school and warm up activities

Observation of science and technology, maths, informatics and foreign language classes

Introduction and training of digital storytelling tool

2nd Day: Visit to Centro Storico (Old Town), Castello Svevo (Swabian Castle) and Villa Rendano to gather information for storytelling

3rd Day: Creating digital stories about these three historical places in mixed three groups

Publish the stories on Twinspace, blog and school websites

4th Day: Group discussion about "The Impact of Technology on Historical Events" in small mixed groups (each group a specific technological advancement (e.g., the printing press, the internet, medical technology))

5th Day: Evaluation and writing reports of second mobility

Participating a Italian cooking or language class for cultural exchange

A traditional Italian entertainment

06.2026

- Preparing an exhibit about the second mobility to disseminate our project
- Publishing these materials on the project blog and eTwinning (European School Education Platform) page.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

Second mobility will be to Italy. It will last 5 days except travel days. 3 teachers and 5 students from Romania, 3 teachers and 5 students from Türkiye will participate in the mobility. From the host school there will be 5 teachers; one mentor, two contact people, one manager and one for support (responsible for accommodation, hotel transfers, and the other needs for the guests)

Moreover 2 students will be responsible for language support to guests. The number of the participants to the mobilities were determined according to the distance of the countries, population of the country, the number of the teachers and students of the schools and the budget of the project. The partners negotiated for the number of the participants beforehand.

All school staff and students, parents, other schools' staff, local governments and volunteers will benefit from the results of the activity.

It will be ensured to include the participants who aim to develop reasoning and self-evaluation skill, have high motivation to produce solutions for global and social problems using technology, promote solidarity and cooperation and have high level of digital literacy in the activity program.

Explain how is this activity going to help to reach the project objectives.

Through hands-on activities, digital storytelling, and exhibitions, students gain a deeper understanding of history and improve their research and digital skills. Activities involving digital content creation and online publishing foster digital literacy and responsible internet use. Mobility activities, cultural exchanges, and collaborative projects promote intercultural awareness and mutual respect. Involving local elderly residents and creating community-focused projects strengthens the connection between students and their communities. Safer Internet Day activities foster digital citizenship and responsible internet use, ensuring students are aware of online safety practices. Interviewing local elderly residents connects students with their community, preserving oral histories, and fostering intergenerational learning. Digital storytelling activity develops digital storytelling skills and enhance historical understanding, engaging collaborative projects that showcase students' creativity and research. Group discussion on "Technology's Impact on Historical Events" promotes critical thinking and collaborative learning.

Describe the expected results of the activity.

- develop Critical Thinking skills
- see and analyze other educational systems and curriculum; therefore integrate new methods with their own teaching;
- decide on appropriate digital tools to enrich the classroom environment;
- improve ICT skills;
- know how to differentiate their teaching methods by using technology;
- raise awareness towards other life styles, cultures,
- develop intergenerational learning by connecting with elderly residents, preserving valuable oral histories,
- learn digital citizenship and learn responsible internet use.

By achieving these expected results, the project will create a positive and lasting impact on all participants, enhancing their educational experiences and fostering intercultural collaboration.

Please describe how you determined the grant amount attributed to this activity.

The estimated costs for the activity were found by estimated cost calculation of the number of participants, travel, accommodation and office expenses. The costs were calculated according to distance of km between countries for travels, means of transport to be used for travel, hotel prices in the country to be visited, expenses of transport between the hotel and the school, daily travel allowance amount of the participants, and the expenses of materials, equipment and tools to be used for the activities. Insurance costs for transfers and travels were included in the calculation. Furthermore, the expenses of trips and transports to the learning area where the activity will be performed were also included in estimated cost calculations. In addition to these expenses training and cultural exchange expenses like language or cooking classes, traditional entertainment were calculated. While determining the costs, information was exchanged between the partner countries for correct cost calculation.

The second mobility will be in Italy. There will be 16 participants with budget and individual support.

Travel distance:

1- From Kayseri, Türkiye to Cosenza, Italy: 500 – 1999 km (275 EUR per person (8x 275 EUR = 2200 EUR. 5 participating students of individual support x 60 EUR = 300 EUR x 7 days = 2100 EUR. 3 companion teachers x 110 EUR = 330 EUR x 7 = 2310 EUR. TOTAL: 6610 EUR.

2- From Bucharest, Romania to Cosenza, Italy: 500 – 1999 km (275 EUR per person (8x 275 EUR = 2200 EUR. 5 participating students of individual support x 60 EUR = 300 EUR x 7 days = 2100 EUR. 3 companion teachers x 110 EUR = 330 EUR x 7 = 2310 EUR. TOTAL: 6610 EUR.

The amount requested for project management: 6780 EUR.

Total budget for these activities: 20.000 EUR.

Activity Details (Timelines Unfolded)

Please complete the following table

Activity Title	Timelines Unfolded
Venue	Romania
Estimated start date	12/11/2026
Estimated end date	16/11/2026
Leading Organisation	Colegiul Economic Hermes- Bucuresti
Participating Organisations	Liceo Classico Bernardino Telesio (Italy)

SEMA YAZAR ANADOLU LİSESİ (Türkiye)

Grant amount allocated to the activity 20 000,00 €

Describe the content of the proposed activity.

07.2026

- Partnering with a local organization to help restore or maintain a historical building
- Publishing them on Twinspace, project blog and school websites

08.2026

- Meeting local community and digitizing documents, photographs, artifacts to create an online archive
- Publishing them on Twinspace, project blog, and school websites

09.2026

- "Women in History" storytelling activity
- Publishing them on Twinspace, project blog, and school websites

10.2026

- Online meeting for preparation to mobility
- Erasmus Days activities

11.2026

- Short term student and teacher mobility (in Romania)

1st Day: Introduction of school and warm up activities

Observation of science and technology, maths, informatics and foreign language classes

Introduction and training of interactive timeline maker

2nd Day: Visit to Old Town (Centrul Vechi), Revolution Square (Piața Revoluției), Palace of the Parliament (Palatul Parlamentului), Mogoșoaia Palace to gather information for timeline

3rd Day: Creating an interactive timeline about the important events of World history (work in mixed teams)

Publish the stories on Twinspace, blog and school websites

4th Day: Focus Group Discussions with open ended questions about their experiences (about overall project)

Peer Review Session to give feedback and review to each others works (about overall project)

5th Day: Evaluation and writing reports of second mobility

Cultural exchange day (performing music, dances, customs of each partner school)

A traditional Romanian entertainment

12.2026

- Preparing an exhibit about the second mobility
- Publishing these materials on the project blog and Twinspace.

01.2027

- Playing online historical simulations and games

02.2027

- Implementation of post-evaluation test both to the students and teachers
- Implementation of final survey
- Presentation of reflective journals as portfolio assessment
- Presentation of the project results
- Writing the final report, final budget
- Presenting all the project products

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

Third mobility will be to Romania. It will last 5 days except travel days. 3 teachers and 5 students from Italy, 3 teachers and 5 students from Türkiye will participate in the mobility. From the host school there will be 5 teachers; one mentor, two contact people, one manager and one for support (responsible for accommodation, hotel transfers, and the other needs for the guests)

Moreover 2 students will be responsible for language support to guests. The number of the participants to the mobilities were determined according to the distance of the countries, population of the country, the number of the teachers and students of the schools and the budget of the project. The partners negotiated for the number of the participants beforehand.

All school staff and students, parents, other schools' staff, local governments and volunteers will benefit from the results of the activity.

It will be ensured to include the participants who aim to develop reasoning and self-evaluation skill, have high motivation to produce solutions for global and social problems using technology, promote solidarity and cooperation and have high level of digital literacy in the activity program.

Explain how is this activity going to help to reach the project objectives.

Collaborating with local organizations strengthens ties with the community and provides students with hands-on experience in historical preservation. Students gain practical skills related to restoration and maintenance, enhancing their historical and

technical knowledge. Digitizing historical materials preserves local history and makes it accessible to a wider audience. Involving the local community in the digitization process fosters a sense of collective ownership and pride in preserving cultural heritage. Publishing the online archive promotes the project's impact and accessibility. Highlighting the contributions of women in history enhances students' understanding of gender roles and historical impact. Celebrating Erasmus Days fosters intercultural understanding and collaboration among participants. Team-building activities promote cooperation and mutual respect among participants. Students gather firsthand information about historical sites, enriching their understanding of local history. Students develop skills in creating interactive timelines, combining historical research with digital tools. Open-ended discussions and peer reviews encourage reflection and continuous improvement. Students develop critical thinking and communication skills through feedback and discussion.

Describe the expected results of the activity.

- develop Critical Thinking and communication skills
- see and analyze other educational systems and curriculum; therefore integrate new methods with their own teaching;
- decide on appropriate digital tools to enrich the classroom environment;
- improve ICT skills;
- know how to differentiate their teaching methods by using technology;
- raise awareness towards other life styles, cultures,
- develop intergenerational learning by connecting with elderly residents, preserving valuable oral histories,
- learn digital citizenship and learn responsible internet use
- develop intercultural understanding and collaboration among participants
- promote cooperation and mutual respect among participants

By achieving these expected results, the project will create a positive and lasting impact on all participants, enhancing their educational experiences and fostering intercultural collaboration.

Please describe how you determined the grant amount attributed to this activity.

The estimated costs for the activity were found by estimated cost calculation of the number of participants, travel, accommodation and office expenses. The costs were calculated according to distance of km between countries for travels, means of transport to be used for travel, hotel prices in the country to be visited, expenses of transport between the hotel and the school, daily travel allowance amount of the participants, and the expenses of materials, equipment and tools to be used for the activities. Insurance costs for transfers and travels were included in the calculation.

Furthermore, the expenses of trips and transports to the learning area where the activity will be performed were also included in estimated cost calculations.

In addition to these expenses training and cultural exchange expenses like language or cooking classes, traditional entertainment were calculated. While determining the costs, information was exchanged between the partner countries for correct cost calculation.

The second mobility will be in Italy. There will be 16 participants with budget and individual support.

Travel distance:

1- From Kayseri, Turkiye to Bucharest, Romania: 500 – 1999 km (275 EUR per person (8x 275 EUR = 2200 EUR. 5 participating students of individual support x 60 EUR = 300 EUR x 7 days = 2100 EUR. 3 companion teachers x 110 EUR = 330 EUR x 7 = 2310 EUR. TOTAL: 6610 EUR.

2- From Cosenza, Italy to Bucharest, Romania: 500 – 1999 km (275 EUR per person (8x 275 EUR = 2200 EUR. 5 participating students of individual support x 60 EUR = 300 EUR x 7 days = 2100 EUR. 3 companion teachers x 110 EUR = 330 EUR x 7 = 2310 EUR. TOTAL: 6610 EUR.

The amount requested for project management: 6780 EUR.

Total budget for these activities: 20.000 EUR.

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described project activities and their estimated cost.

Activities	Estimated cost (EUR)
Virtual History	20 000,00
Historical Narratives	20 000,00
Timelines Unfolded	20 000,00
Total	60 000,00
Project lump sum	60 000,00 €

Impact and Follow-up

How will you know if the project has achieved its objectives? What tools or methods will you use?

To evaluate whether the project has achieved its objectives we use a combination of qualitative and quantitative methods. Pre-Evaluation and Post-Evaluation Tests: We will apply tests to students and teachers at the beginning and end of the project. These tests will give us a quantitative data measuring the changes in knowledge, skills, and attitudes related to the project objectives.

Final Surveys: We will distribute surveys to all participants to gather feedback on various aspects of the project. The questions will cover learning outcomes, engagement levels, effectiveness of activities, and suggestions for improvement. This survey will give us quantitative and qualitative data providing insights into the project's overall impact.

Reflective Journals and Portfolio Assessment: We will make students and teachers keep reflective journals throughout the project and submit them at the end. Students will create portfolios showcasing their work throughout the project, including digital storytelling projects, interactive timelines, and other artifacts. These activities will document personal experiences, learning gains, challenges faced and assess the quality and depth of students' work and their learning progress. We will have qualitative data providing a deeper understanding of individual growth and the project's effect on participants.

Peer Review Sessions: We will organize sessions where students review and provide feedback on each other's work at the last mobility in Romania. This will improve critical thinking and communication skills, and enhance project quality through peer feedback.

Focus Group Discussions: We will conduct focus group discussions with small groups of participants to gather in-depth feedback at the last mobility in Romania. We will explore participants' experiences, what they enjoyed, and suggestions for future improvements. This will give us a rich qualitative data providing detailed insights into the project's impact.

Project Presentation and Exhibition: We will organize a final presentation or exhibition where students showcase their work to the school community, parents, and other stakeholders. We will increase public awareness and appreciation of the project's impact.

How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

Long-Term Contributions to Organizations

1. The integration of digital tools and innovative teaching methods will enhance the overall quality of education in the participating schools. Teachers will continue to use and refine these methods, leading to more engaging and effective history education.
2. Participation in intercultural exchange activities will promote a culture of inclusivity and global awareness within the schools. The focus on digital storytelling, interactive timelines, and online publishing will boost students' and teachers' digital skills which are essential for future academic and professional success.
3. The project will result in a wealth of digital resources, including virtual tours, interactive timelines, and digital stories which can be used and shared within and beyond the participating schools, benefiting a broader audience.

Plans for Continuing the Project and Activities

1. Sustaining digital tools and methods integrating these practices into the regular curriculum and provide ongoing training for teachers.
2. Expanding intercultural exchange maintaining intercultural exchange activities, including virtual exchanges and collaborative projects with new partner schools.
3. Ongoing community projects engaging in community service projects related to local history preservation.
4. Regular publication and dissemination by keep publishing student projects, digital stories, and other resources on school websites, project blogs, and educational platforms.
5. Evaluation and continuous improvement by conducting regular evaluations of the project's impact and seek feedback from participants and stakeholders.

Please describe your plans for sharing and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

For the dissemination of the project, each partner school will have an activity plan. The presentation of the project to the community is the most important common task of all the partners. With brochures, leaflets, posters and via project website, facebook, instagram, eTwinning, and digital magazine, we will reach as many people as we can. A wide range of dissemination products will increase the success of our project. We will disseminate our results and products to public and private schools, research centers, local authorities, municipalities and universities. Cooperation with the local and national media, TV channels, radios will take attention to the project.

Inside our organisation our target audience are all students, teachers, parents, and school staff who will take part in the

project directly or indirectly.

Students who are not interested in history, have bad attitudes towards history will especially participate before and after project activities. Thanks to Erasmus+ corner, every visitors and guests will be informed about the process and progress of the project. The website of the project will be free for students and teachers to upload and share their experiences, videos, photos. Parents will be involved in family meetings, workshops, conferences and seminars.

Outside our organisation our target group is public and private schools (students, teachers, families, all school staff), local authorities, community organizations. Students will present the project and its outcomes to their peers, teachers will inform the project and encourage the other schools to carry out Erasmus+ projects. We will organize celebration days and exhibitions in the school and invite local authorities, other schools, families and students to show the outcomes of the project. The outcomes of the project will be sent to other teachers and let these teachers use them in their lessons. Interviews with elderly and meetings with community in our activities will be held to inform local people, raise awareness and get their ideas.

Project Summary

Project Summary

Please provide a short summary of your project. Please be aware that this section (or part of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

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

Our objectives in this project are:

- To develop and implement digital tools and resources that make history education more engaging and interactive.
- To promote intercultural understanding and collaboration among students and teachers from different countries.
- To enhance students' digital literacy and critical thinking skills through the use of technology in history education.

Implementation: What activities are you going to implement?

We will conduct workshops on using digital tools in history education, including creating digital stories, interactive timelines, and virtual tours. We will organize field trips to historical sites in each partner country, complemented by virtual tours and interactive experiences. We will facilitate collaborative projects where students research historical topics, create digital exhibits, and present their findings. Students will engage in intercultural exchange activities.

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

Expected Outcomes:

- Enhanced history education curriculum incorporating digital tools and resources.
- Improved digital literacy and critical thinking skills among students.
- Strengthened intercultural connections and collaborations between partner schools.
- Increased student engagement and interest in history through interactive and technology-enhanced learning experiences.

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

☒ I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

☒ I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -declarationofhonourROMANIA.pdf	1 008
Total Size (kB)	1 008

Accession forms

Please download the accession forms, have them signed by the relevant legal representatives, and attach the signed forms here. You can attach a maximum of 90 documents.

Accession forms must be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
ACF -mandateITALY.pdf	132
ACF -mandateTURKIYE.pdf	174
Total Size (kB)	306

Other Documents

If needed, please attach any other relevant documents (a maximum of 6 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
Total Size (kB)	0
Total Size (kB)	1 315

Checklist

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

- ☒ It fulfills the eligibility criteria listed in the [Programme Guide](#).
- ☒ All relevant fields in the application form have been completed.
- ☒ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: RO01 - Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

Original content and authorship

- ☒ I confirm that this application contains original content authored by the applicant and partner organisations.
- ☒ I confirm that no other organisations or individuals external to the applicant and partner organisations have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)



Submission History

Version	Submission time (Brussels time)	Submission ID
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