ERASMUS PLUS 2016-2018

Project Code: **2016-1-IT02-KA219-024443**
Title: **Geocaching In and Out the Classroom - Minds on the Move**
Duration: **27 months**
Action: **Strategic Partnerships for Schools Only**
Call: **2016**

KA2 - Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for Schools Only
Start: 01-09-2016
End: 30-11-2018

Geocaching In and Out the Classroom - Minds on the Move

C. Priorities

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.
HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.
HORIZONTAL: Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective
SCHOOL EDUCATION: Addressing underachievement in the basic skills of maths, science and literacy through more effective, innovative teaching methods

Please comment on your choice of priorities.
HORIZONTAL: Open and innovative education, training and youth work, embedded in the digital era
With this project we favour the use of IT as a tool to explore, learn and create. At first both teachers and students understand how to exploit Geocaching as a way to discover places around their regions, as well as starting from some simple web quests in order to better appreciate the reality around. In the second and more important phase of the project each National Team create Geocaching Trails in different areas of expertise, the partners test the trails and implement them to finally make them available to the wider schools' communities and the general public.
Throughout the life of the project, partners exploit virtual routes such as social networks and more specific platforms such as e-twinning, phones and emails to share ideas, information and results.
A Project Website is started since the very beginning in order to collect all meaningful outcomes and keep record of the activities accomplished.
Geocaching's potential is relatively new and unheard of, but we believe it gives a purpose to an active use of IT and motivates students to bridge transnational gaps.
HORIZONTAL: Improve achievement in relevant and high-level basic and transversal competences in a lifelong learning perspective
Geocaching for us is a means to acquire knowledge whether you discover a cache or you create it, so it requires many different skills; some of them are closely linked to academic subjects, others go beyond them. Students learn how to use knowledge in order to produce a Geocaching Trail, but they also learn how to manage a project, coordinate activities, exchange information, negotiate and cooperate. All this enables them to realise their own potential and develop methodology to make their newly-acquired competences an asset.
The whole process triggers transversal competences and soft skills such as problem solving, interaction and cooperation also in an international contest, team work, critical observation, adaptability, presentation skills, advanced computer literacy, negotiation and management skills.

SCHOOL EDUCATION: Addressing underachievement in the basic skills of maths, science and literacy through more effective.....

We want to address students' difficulties by giving them the opportunity to learn through an active process which gives them purpose and a sense of their own potential. The use of geocaching enables us to highlight students' specific skills and increase their self-esteem, as they use Mathematics, Science and Geography to organise their quests spatially. In addition, we want students to realize that they are part of a bigger entity than their native country and that Europe is a reality which makes it necessary to develop their communication skills. The better they learn how to write and speak clearly, the more effective their messages, directions and descriptions will be. Students from disadvantaged backgrounds and/or special learning needs will be encouraged to join the project and invited to take part to the international mobilities as well as trips on the field in their regions meant to discover and test geocaching tours.

D. Participating organisation(s)

France: BOLLENE (to the North of Avignon) - Lycée Lucie Aubrac
Greece: THESSALONIKI - Senior High School of Intercultural Education of Evosmos (GENIKO LYKEIO DIAPOLITISMIKIS EKPAIDEFSIS EVOSMOU)
Italy: NOVARA (to the West of Milan) – Istituto Professionale di Stato "Giuseppe Ravizza" - *project coordinator*
Lithuania: VILNIUS - Vilniaus Juzefo Ignacijaus Krasevskio gimnazija
Poland: KIELCE - Zespół Szkół Ponadgimnazjalnych nr 2 im. J. Piłsudskiego - ZSPg nr 2 w Kielcach
Portugal: SINTRA - Escola Básica e Secundária, Mestre Domingos Saraiva - Agrupamento Escolas do Algueirão (171591)
Spain: LOJA (to the West of Granada) - IES Moraima

E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

Geocaching is a catching way to explore an unknown territory, and it is a valid practice to devise new and more appealing tourist itineraries, but it can also turn into a powerful tool to explore new or difficult school subjects. Starting from this idea, teachers from our partners´ schools plan to develop a set of innovative learning units and modules which can allow even the less skilled or less motivated students to gain competences that are at the core of our curricula.

Even if we come from different backgrounds and we teach in different countries, we daily observe similar learning barriers among our students, no matter the type of school they attend; and we daily struggle to devise innovative strategies and approaches to better succeed in our educational mission. With this project we want to exploit our different know-how and good practices to design, test, validate and implement Geocaching Trails in Tourism, Art, Food&Sports and Science. This will enable students with different backgrounds and futures to participate to active-learning experiences. We will trigger students' curiosity in order to involve them in the learning process and make them discover contents, instead of simply receiving them or taking them for granted.

Units and modules prepared with the Geocaching tools will expand our students' learning horizons, motivate them and hopefully reduce school drop-outs.

Also thanks to a set of peer-to-peer activities and workshops, skills learned during the project life will implement the students' soft skills (i.e. team work, critical observation, problem solving, presentation skills, adaptability, advanced computer literacy, negotiation and management skills...) and make them more ready to their everyday life and for their future.

Through our transnational and cross-field partnership, we will also like to implement cooperation with the local tourist and educational boards, in order to promote more INclusive types of tours, also suitable to people with special needs, either children or adults.

All our outcomes are meant to enhance the quality of our students' curricula, but they will be made available also to a wider target of people - students and teachers from other local schools; students, teachers and educators from other institutions; people interested in learning-by-doing activities; tourists visiting our towns/areas.

Each partner has its own expertise and since the very beginning of the life of this project we all want to share and be inspired. We firmly believe that working together we will be able to implement and develop a more creative approach to difficult topics, as well as to a different way to look at and discover the world around us.

Our cooperation will also enhance a more comprehensive European awareness, the desire to travel more, meet people, learn a foreign language, change perspectives, become proud of what we are and give value to what we encounter; in other words we expect both teachers and students to put their minds on the move.

To summarize, with this project we want to:
- Exploit Geocaching to make lessons more effective and appealing
- Motivate students to approach to difficult subjects (e.g. Science, Maths, Physics, Technologies, Geography, Foreign Languages)
- Devise new learning patterns in order to facilitate the learning process
- Reduce school drop-outs
- Find a creative approach to special needs / physically impaired students and people in general (tourists as well)
- Show the practical connection between some theoretical topics and reality, in order to gain "spendable" skills
- Develop soft skills like team work, resilience, mental agility, problem solving
- Implement communicative competences starting from the basic understanding of all the partners' languages
- Design teaching modules for Art, Geography, Technology, Music (subjects that have been officially cancelled or remarkably reduced from some national curricula)
- Share our best practices
- Show the importance of biological and cultural environment, not only as a place for enjoyment and entertainment but also as a source of economical wealth that we must protect, promote and publicize outside the regional boundaries
- Expand the potential of social networks (Facebook, Twitter…) and platforms (Etwinnings, Schoology, Google apps) for teaching, sharing and learning
- Put people on the move: encourage them to be active on the web, move around and explore the place where they live, be curious about the places they do not know (move from a passive to an active approach)

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

Geocaching is a new concept and its application to school subjects and activities is innovative. Plus, Geocaching tools are new also to the main stream tourist industry.

In addition, for us there is plenty to implement and develop in terms of a more creative approach to difficult topics as well as to a different ways to look at and discover the world around us.

New learning units and modules will complement the already existing sets of learning/teaching activities, tools and methods, allowing teachers and students in each partner´s country to vary the approach to different topics according to the learners´ needs and impediments.

With our previous projects we have already experienced the importance of peer-to-peer education and implemented learning units that can be applied to different types of schools with different target students. Geocaching is complementary to what we have done so far.

Through the project we mainly aim at developing the transversal skills that will enable our students to actually use their knowledge in different subjects to accomplish tasks and produce outcomes.

We want students to gain autonomy in their working methods; to learn how to collect and classify information, to become independent at school and, most importantly, to acquire life-related skills they will need outside the boundaries of their classrooms.

Students from the National teams are involved in the preparation of lessons for their peers and teaching about how to do the same. In addition they take an active role in the preparatory work for virtual and physical mobilities with partner schools.

Through regular communication among partners, ICT and language competences are also enhanced, as well as acceptance of cultural differences and overcoming of prejudices.

Thanks to our cooperation also local bodies and institutions from different countries will get involved in a wider European context.

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve rganisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

The Italian and the Polish partners have worked together since 2011 on two different Comenius projects related to Health and the Colour Philosophy applied to Food and Active Tourism, and they share a cast of mind, an active approach to learning and the belief on the importance of being inspired by other cultures and teaching methods.

During their cooperation they already produced some quest-based activities in order for the students to learn-by-doing, they delivered peer-to-peer workshops to elementary schools, and they established good connections with the local tourist and educational boards. The approach was so effective that implementing the Geocaching idea seems a natural progress.

The Portuguese partner was met by the Italian coordinator during a visit to Sintra and the background of the school as well as the expertise of its teachers make them a perfect match to the project aim and content.

Other partners joined the partnership thanks to personal involvement and connections of Polish partner Hachulska who coordinated several EU projects. Poland and Greece worked on a Comenius LLP project between 2011-13 about "Supporting Intercultural Education through Museums : Think, Talk, Touch" developing the idea of active sightseeing, interdisciplinary teaching and learning through quests and other creative outdoor activities. Poland, France and Spain were involved in a common project "Be Your Own Boss" 2013-15, which was connected with the idea of stimulating enterpreneurial skills among young people. Poland and Lithuania established partnership years ago through common interests, history and language.

Each country has an expertise in at least one field that the geocaching tools will allow to implement. In the beginning the partners´ national coordinators and experts will attend joint training sessions in order to share their knowledge and competence, learn how to exploit and develop new teaching sources, methods and techniques, as well as build a strong and efficient partnership.

At a national level, each country will develop and implement teaching units/modules in at least one area and then share the competences acquired and the units/modules developed with the partners.

Being the promoter of the Geocaching idea and having performed the role of facilitator along the course of the previous projects, Italy was voted project coordinator. In addition, Italy will be responsible for the Art/Geography/Tourism new learning modules, developing the INclusive approach to tourism cooperating with the Local Tourist Boards. Italy will also issue a set of documents for the partners to approve and use along the course of the project for common activities (i.e. logo contest guidelines, meeting reports format, templates for evaluation grids and

questionnaires, students' application forms, students' mobilities forms). Italy will supervise the Teachers' meetings and activities, confirm and/or update the project agenda, send reminders and monitor the progress made by the different partners during the home sessions.

Portugal will be responsible for hosting the first project management meeting, kicking-off the learning sessions, supervising the Scientific Stream new learning modules, collecting activities to be uploaded in the Twinspace, managing the Etwinning platform and create the project Website.

Portugal and Greece will be responsible for the virtual geocaching (Webaching/QRCaching/SchoolCaching), they will manage the webcache/QR tools and collect virtual activities to be shared online (booklets, interactive maps).

Greece will be responsible for the management of the teachers learning/training sessions. They will collect requirements from each partner, assess the common "target topic(s)" within the general framework of the project for each training event, prepare electronic versions for observation/evaluation forms, and coordinate the teachers' forum.

Spain will manage the common dropbox, the Blog, schoology/google apps for education, plus issue common forms for common activities together with the pdf version of the teaching instructions for the units/modules. They will also edit the final Tutorial/Handbook (e-book).

France will be responsible for workshops related to Food and Sports + Photography as well as coordinate the contest "the Cache of Memory". In addition they will support Spain in administering the Blog.

Lithuania will coordinate the production of maps and plans and the creation of new types of caches, trackables, travel bugs and geo coins.

Poland will be in charge of expanding the geocaching philosophy to other types of quests, as well as coordinating the dissemination events, supervising the contacts with the media and the local authorities, produce visual aids and documentation (in the form of a short film), together with the advertising support for the project dissemination (posters, leaflets, fliers, maps). Poland will host the final Transnational Dissemination Event.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

All partners agree on the importance of continuous communication, exchange of information and back-channelling as key factors for a good partnership. Teachers and students within each country and transnationally will regularly communicate via Email, telephone, Skype or Social Networks.

Target-oriented communication, discussions and results will be documented in written form. Everything produced along the life of the project will be shared in a common dropbox area, available to both teachers and students from the national teams. An Etwinning Space will also be created.

The working language of the partnership will be English. All project participants have good command of English, nevertheless since misunderstandings or doubts may occur, in order to reduce such occurrences at meetings partners will be regularly asked whether all that is said is clear and if some points need to be further clarified and explained. When working documents are distributed to partners, the author will allow for questions not only on content but also on expressions/meanings/formulations that relate to understanding in purely linguistic terms.

The early involvement of stakeholders is considered a prerequisite for ensuring that the products are of high quality and relevant to the needs of target groups. To this aim stakeholders will be identified and approached at an early phase of implementation. Furthermore, each official partner meeting will have an "open" session when at least one stakeholder will be invited to attend and comment on the project, its methods & approach and the products. Their participation will be a mechanism for ensuring quality and usability of the results. It will also create a bond with the project & a sense of commitment on the part of the stakeholders and will facilitate cooperation.

Along the course of the project, after each Mobility and/or each important step, the partners will arrange for some forms of dissemination event(s) - meetings with the other school teachers, open lessons, meetings with the local institutions, interviews to the local media. These events will help to keep all the actors informed and involved in the project activities.

A Project Website made available since the very beginning of the project will be essential to share material, exchange ideas and make the work accessible. Each partner will keep the website updated with the relevant information and outocomes produced within its school, and the project coordinator will supervise and keep updated the common parts.

There will be 6 (4 + 2) TRANSNATIONAL PROJECT MEETINGS:

4 attended by two teachers from each partner´s school (each school's project coordinator and an expert teacher): M1, M2, M3, M6

+ 2 attended by each school's coordinator: M4 and M5, these Meetings will take place during two Blended Transnational Learning, Teaching or Training Meetings (C2, C5).

These Meetings are meant to plan the activities, monitor and evaluate them, as well as discuss dissemination events, train coordinators on a higher level, make common decisions, supervise the production of the outcomes, give guidelines, agree on common forms/documents to be used throughout the project, share ideas, decide common strategies for cooperation with other stakeholders.

M1 - M3 and M6 are mainly project management and evaluation Meetings:

M1 will take place at the beginning of the Project (Kick-off Mobility) - December 2016,

M3 at the end of the first year (Mid-term Evaluation Mobility) - June 2017,

M6 at the end of the second year (Final Evaluation Mobility) - September 2018.

The other Transnational Project Meetings have the following schedule and purpose:

M2 will take place between the kick-off Mobility and the Mid-term Evaluation Mobility (in April 2017) and it is meant to focus on the Geocaching models implementation: coordinators and expert teachers will analyze already existing Geocaches, produce samples and draft guidelines for the National Teams.

M4 will take place during the Blended Mobility to Italy (in September 2017) and is meant to confirm the Agenda or make changes according to the activities performed and the partners requirements. There will be a special session dedicated to the students' Couchsurfing Service.

M5 will take place during the Blended Mobility to Poland (in late May 2018) and it has a more political value since the coordinators will supervise the common dissemination events, meet the press and television and plan the project D-Days.

What are the most relevant topics addressed by your project?

Creativity and culture

ICT - new technologies - digital competences

New innovative curricula/educational methods/development of training courses

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

General project results:

- − Best practices especially in dealing with difficult students and students with special needs of different sort, for target subjects, developed
- − New teaching tools implemented

- IT competences in teachers and students enhanced
- Students' entrepreneurial skills experienced and developed
- Students and teachers language skills developed
- Special needs students integrated as part of the learning groups
- Inclusive types of activities implemented
- Cooperation between schools and local institutions consolidated
- Connection between academic and social skills established
- Forums for teachers sharing common teaching area and/or interest set
- Better students performance achieved
- Through the continuous dissemination events, schools and general public are more aware of the potential of geocaching for young generations as a learning tool/approach

Target project results:
- Project Logo and Templates
- Guidelines to produce a learning module based on the geocaching methodology
- Geocaching Tours/Trails with a focus on Tourism/Geography with targets in each partner's region
- Geocaching Tours/Trails with a focus on Art with targets in each partner's region - "A Grasp on Art History" (database of geocaching activities to understand the different Art Styles throughout our regions)
- Geocaching Tours/Trails with a focus on Science, History and Languages with targets in each partner's region
- Sets of experiments in Nature exploiting the Geocaching philosophy; "Maths and Physics patterns in nature" learning module
- Geocaching Tour / Trail / Experience on Food & Sports / Outdoor Activities; "Walk & Eat Geocaching Tours"
- Food and Wine Trails based on Geocaching strategies
- Museums and Monuments Trails based on Geocaching strategies
- INclusive-types of geocaching implemented
- "The Cache of Memory" contest
- "Maths concepts in Art" - a photographic geocaching activity
- Multilingual dictionary of terms in geochaching and other forms of active sightseeing
- Erasmus plus Couchsurfing network and database established - students travelling individually to visit parterns
- Workshops for Geocaching Orienteering Activities
- Database of the experimented learning/teaching units/modules established
- Project Website with open source products
- National events in each partner's school (between international visits) to promote the new methodology and present the outcomes already available
- Geocaching Big Contest and Fair in Poland
- Maps, posters and brochures to promote the use of geocaching in and out of schools
- Video to advertise the project outcomes and promote the use of geocaching in and out of schools

E.1. Participants
Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)
3800

Please describe briefly how and in which activities these persons will be involved

DIRECT BENEFICIARIES
Erasmus National Clubs
Each school establishes a NATIONAL CLUB made of about 7-15 expert teachers and 20-25 motivated students who will work at the project in all its different phases. Other teachers and groups of students are involved in the testing and evaluation of the new units/modules, activities and workshops. Students who want to be part of the Erasmus National Clubs go through a selection process (application form, questionnaires and interviews).
School Coordinating Teams
Each school appoints a SCHOOL COORDINATING TEAM (2 teachers plus school principal) and a SCHOOL ACCOUNTANT responsible for administration and bank procedures.

INDIRECT BENEFICIARIES
We reckon the indirect participants will approximately be: 3800
This number includes:
- Expert Classes from each school (i.e. teachers and students not directly part of the national teams but involved in single geocaching testing and developing).
- Teachers/students from our schools involved in training/learning sessions.
- Other teachers/students from our towns/areas.
- Participants to multiplier and dissemination events (teachers, educators, local authorities, local education boards, and families)

In addition, through our website, the social networks and the media used to disseminate information, our products and outcomes will be openly licensed so that a wider number of people can share, adapt and improve them. In this case we expect figures to be much bigger.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?
Yes
How many participants (out of the total number) would fall into this category?
135
Which types of situations are these participants facing?
- Disability
- Cultural differences
- Economic obstacles

How will you support these participants so that they will fully engage in the planned activities?
Some teaching units/modules will be specifically devised to address special needs students in order to allow them to gain the basic competences required by their personal curriculum.
Students with special needs will also be involved in the preparation and testing of some learning units.
Most of the Geocaching Tours will be devised in order to be INclusive, that is in order to allow any person with any physical impairment to do them.
Some students with special needs and a good number of students with socially, economically, culturally disadvantaged background will participate to the activities performed at our school and to the Blended Mobilities.
All students will be informed about the possibility to be part of the Erasmus+ National Teams/Clubs and students with impairments and/or disadvantages will be encouraged to join.

Teachers from the schools' Special Educational Need Team will participate to the learning/teaching sessions in order to identify the best ways to share expertise and help other teachers to understand how to address special needs in the most appropriate ways.

When necessary, some accompanying persons will be appointed to join activities in order to allow everyone to have a safe and enjoyable experience.

F. Preparation
Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

In each partner school we start by asking for APPROVAL and participation at the "Teachers' General Assembly". The Assembly appoints the Project Coordinating Team and the expert teachers who will actively be involved in the project activities, together with a set of expert classes. The Assembly agrees on the general selection criteria according to which the National Clubs will be created.

The School Principal appoints the Project Accountant.

After these official steps, partners share information and start the following activities:

- in each school the Project Coordinating Team and Expert teachers meet to share information about the project work plan and the steps to be taken in the near future;
- in each school the Project Coordinating Team meets the Project Accountant and agrees on procedures and work flow;
- the Project Coordinator drafts samples for a common application form + questionnaire + sets of questions for interviews to be used to select candidates for the Erasmus National Clubs; the partners revise them and give their approval;
- the partners establish communication tools and guidelines;
- the partners confirm tasks and responsibilities; they establish deadlines for activities;
- the project coordinator drafts forms and templates for basic activities (e.g. meeting reports, visit plans, expenses registration…);
- the Project Coordinating Teams start identifying criteria for students and teachers mobilities and procedures on how to cope with their absence from school for 1 week;
- the Project Coordinating Teams start identifying a format for the Mobilities - what the Hosting country does, what the Visiting countries do, how the school community is involved, how families are involved;
- the partners establish quality checks and evaluation procedures (to be agreed on at the first Transnational Project Meeting);
- the expert teachers start making surveys about Geocaching in the partners schools: among teachers - who knows it, who uses it for personal reasons, who uses it for teaching; among students - who knows it, who uses it for personal reasons, who uses it for learning.

F.1. Project Management
How will you ensure proper budget control and time management in your project?

The lead partner shall be the project promoter but all partners will be actively involved in project execution. At the beginning of the project a partnership agreement will be signed between the coordinator and each partner that will specify the tasks and responsibilities as well as the budget of each of them. In addition to that, in order to ensure commitment from all consortium members, task distribution lists with specific deadlines will be elaborated and signed by the partners at the end of each project meeting. The aim is to outline the next steps within a shorter period (around 6 months) and contribute to the better planning of activities. This also facilitates the closer monitoring on the part of the project coordinator and allows flexibility in case of occurring delays or difficulties. Although the project coordinator bears the main responsibility for project management, the partners

consider the project as a joint endeavour whose successful implementation depends on the efforts of all. To this aim decisions will be taken on the basis of mutual agreement. All persons appointed as project members will be responsible for taking decisions at crucial project stages and whenever necessary to ensure smooth flow of activities. Moreover, each partner is assigned the leadership of at least one work package that best fits with their competencies. Therefore each partner is responsible for the overall execution of the respective work plan. This will ensure the involvement of all the members and facilitate the sense of commitment on the part of all.

Budget reports will be issued regularly. The Project Coordinator will send reminders, collect them and take care information is shared and acknowledged by all partners. In case some critical issue arises and a Project Transnational Meeting is not planned in the near future, the Project Coordinator calls all partners for a Skype meeting or Videoconference.

Within each National Team/Club there will be two persons appointed to keep the project computer and paper archive updated.

Possibly there will be a room, or a cupboard, for the Club to collect all the things relevant to the project: documents, caches, literature, objects, books, brochures, leaflets, posters, banners.

Each school will use its administration tools to control the budget recording and monitoring expenses regularly throughout the project.

During the first Project Transnational Meeting a budget summary document (very likely an excel file) will be established to collect data about the expenses made throughout the project.

Before and after mobilities partners will discuss and check expenses.

After each Mobility data about expenses will be collected and the Project Coordinator will update the Budget Summary Document.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

As we already pointed out in the partners' presentations (Section D - Participating Organisations - "..... skills and/or expertise of key persons involved in this project") each partner has expertise in running international projects and is already working at cross-curricolar modules involving teachers and experts.

There will be a detailed common plan/agenda of activities and for each step each partner will confirm the accomplishment of the task(s) through a common interactive form. The form will be checked by the project coordinator who will then report to the partners about the state of the art. Frequency: after each mobility and after each key activity recorded in the project agenda.

A set of documents and forms will be used for common monitoring and evaluation activities:
- Mobility Agenda
- Mobility Report
- Meeting Report
- Activity Report
- Mobility Evaluation Form (Hosts Form & Guests Form)
- Team Activities Evaluation Form
- Satisfaction Questionnaires for Geocaching experiences (one for the teachers and one for the students)
- Family Involvement Questionnaires
- Intermediate Budget Report
- Budget Summary Evaluation
- Mid Term Evaluation Questionnaire (one for the coordinators, one for the teachers and one for the students)

The Questionnaires will be submitted online, through interactive forms. This will enable everyone to submit their comments and make the data collection much easier.

Reports on evaulation results will be collected by the Project Coordinator, shared and discussed with the partners to confirm/modify future actions.

A draft of the forms will be prepared by the project coordinator, discussed and approved during the first Transnational Project Meeting and then made available in e-format by the Greek partner.

The dissemination through newspaper articles or officials' participation to teachers' meetings will be another way to assess the project's results.

As mentioned before, the Italian school is part of a list of schools with a Quality Certification. At school there is a Quality Manager to check the work processes and assess the documents produced are performed according the Quality System.

What are your plans for handling project risks (e.g. conflict resolution processes)?
During the first Transnational Meeting the partners will write together and undersign a DECLARATION OF HONOUR, as well as the Final Project Workplan. The Agrement will contain all the relevant items from the present Application Form and Gantt Chart together with formal declarations.

Each Partner agrees on being responsible for its tasks and the related activities.

Each partner agrees on actively keep the Project Website updated and contribute to the other platforms and social media.

The Project Coordinators agree on being present to all the decision-making meetings: this will avoid delays and ambiguities, and guarantee coherence and effectiveness of the decision made.

At the end of each Transnational Meeting the Project Coordinators undersign a document reporting:
- the meeting results;
- the project state of the art;
- the next steps to be taken;
- any possible change to be made to the original plan and the reasons.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?
We will use the following quantitative indicators:
- Number of Geocaching tested
- Number of Geocaching produced locally
- Number of Geocaches validated and shared by the partnership
- Attendance to National Teams' meetings by students;
- Number of students willing to join the team on the second school year
- Number of teachers involved in the project
- Number of teachers participating to the training events
- Number of classes participanting to the Geocaching testing and assessment; number of positive feedbacks received
- Number of participants taking part to public events / dissemination events
- Number of visitors to the Website (acknowledged through a website visitor calculator)
- National contributions to the Website content + social media + blog + etwinning platform
- Number of individual mobilities withing the Erasmus-Couchsurfing
- Better results in some subjects by students directly involved in the use of geocaching tools (comparing results in school year 2017-18 and previous years)

- Number of school dropouts reduced (comparing percentages between school year 2017-18 and previous school years)
- Number of Geocaching modules integrated in the subject syllabuses
- Number of articles on school newsletterns and/or papers, local newspapers, other media

In addition to these quantitative indicators we will also consider feedbacks from:
- Google forms to students to evaluate the activities
- Google forms to teachers to feedback after activities
- Project Evaluation Forms (submitted to National teams, coordinators, teachers, students, families, project beneficiaries, Couchsurfing service participants...)
- Evaluation Forms for training events
- Evaluation Forms for public events / dissemination initiatives

We will also take into consideration:
- A change in the way students perceive some difficult subjects: more understanding of their value, importance, and appeal
- Appreciation from the schools' communities and interest in the project topic
- Better understanding of European values
- Increased interest in international partners (involvement during the partners' visits, curiosity about the partners background...)

G. Implementation
Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

NATIONAL CLUBS/TEAMS
Each school establishes a NATIONAL CLUB made of about 7-15 expert teachers and 20-25 motivated students who will work at the project in all its different phases. Other teachers and groups of students will be involved in the testing and evaluation of the new units, activities and workshops. Students who want to be part of the Erasmus National Clubs go through a selection process (application form, questionnaires and interviews).
Each school appoints a SCHOOL COORDINATING TEAM (2 teachers supervised by the school principal) and a SCHOOL ACCOUNTANT responsible for administration and bank procedures.

TRANSNATIONAL PROJECT MOBILITIES
M1 - PORTUGAL (Dec 2016) to share the state of the art in each school and their know-how; agree on formats of project paper work and common documents; discuss and establish guidelines and rules, confirm roles, responsibilities and tasks; confirm the Timeline (Gantt Chart); establish the different cache formats; establish templates for Teaching Units; share their experiences and meet experts; receive directions and guidelines from the Portuguese partner on the implementation and maintenance of the common Website, Logbook or Blog; vote for the Project Logo and Label; experiment already existing geocaches in the area and better understand the geocaching potentials.
M2 - FRANCE (Apr 2017) to learn how to build a Geocaching Trail/Experience; produce a model and guidelines for future Geocaches; launch the Project Photo Contest: "The Cache of Memory"; focus on UNESCO History Heritage Sites; collect the ready-to-use lesson schemes presenting the usage of geocaching tool in teaching modules; implement the project Website.
M3 - LITHUANIA (Jun 2017) to evaluate work at the end of the first school year; collect the ready-to-use Teaching/Learning Units together with lesson schemes used; draft together the Intermediate

Evaluation Report; establish students' Couchsurfing Service (database for individual students' exchanges); implement the project Website.

M4 - ITALY (Sept. 2017), taking place at the same time of a Blended Mobility, to kick off activities for the second year; confirm future Calendar and activities + tasks assigned; check the state-of-the-art of the students' Couchsurfing Service.

M5 - POLAND (late May 2018), taking place at the same time of a Blended Mobility, to supervise the activities to prepare national Dissemination Days, participate to official events, meet the the press and television to present the project outcomes.

M6 - ITALY (Sept 2018) to collect final outcomes, assign awards, finally evaluate the project, produce final report.

TRANSNATIONAL LEARNING, TEACHING OR TRAINING ACTIVITIES

Teachers + students from each country (20 participants in total for each Mobility)

During the course of the project we plan to have BLENDED Transnational Meetings - for teachers and students to experiment, test and evaluate the Geocaching Units on the field.

See G1

HOME SESSIONS

Before and between Mobilities there are HOME SESSIONS managed by the National Clubs and supervised by the Coordinating Team.

The Home Sessions involve activities performed by the National Team Teachers and Students, some Expert Classes, home activities performed with the other local schools involved, activities implemented with the help of the local authorities.

During the Home Sessions following a Mobility, the Project Coordinators together with the participants to the Mobility inform the school community about the activities performed and share knowledge and results (school dissemination events).

After key stages of the project these dissemination events are also addressed to the local communities.

Before each Mobility the National Teams prepare material to be shared and used during the Mobility, discuss and approve the Mobility Agenda.

Activities performed throughout the course of the project by all partners

- DISSEMINATION about project activities and results: during the whole lifetime of the project the activities and results will be disseminated
- MONITORING and EVALUATING the activities performed
- Blog communication / development / updating of content for the social media during the whole lifetime of the project
- Maintenance of the Comenius WEBSITE: At the end of each phase (either a Mobility or a set of activities performed by the National Teams during the Home Sessions) the Project Website will be updated and implemented by all the partners. The Project Coordinator and national coordinators will monitor the task and doublecheck the website functioning

Students COUCHSURFING Service

At the end of the first school year a Student Couchsurfing Service is established: each partner collects data from students willing to take part to individual students' exchanges; Project Coordinators agree on an exaluchange plan, establish procedures and a set of rules, draft a family/school agreement, a sample schedule for the exchanges/visits as well as forms for Visit Reports and Evaluation.

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

Sept - Oct 2016
Establishing the ERASMUS PLUS CLUBS in each country
Under the supervision of the Portuguese partner: draft of the Project Website

Nov 2016
National teams at work: preparing presentations from each partner; establishing email/ Skype and Social Network contacts
Checking the list of caches in each region, hands-on experience going on a geocaching trips, sharing opinions
The Italian team distributes a draft for a common set of documents to be used during the life of the project
The project Logo and label contest is started

Dec 2016
M1 - PROJECT TRANS. MEETING IN PORTUGAL - Official Kick-off

Dec 2016 - Feb 2017
HOME SESSIONS
National learning sessions for teachers and students from the Team
Collecting ideas for new Geocaches
Experimenting already existing Geocaching in the school areas; sharing info with the other partners - blog, FB

Feb 2017
C1 - BLENDED TRANS. MEETING IN SPAIN - Geocaching on Tourism

Feb - Mar 2017
HOME SESSIONS
In each country the National teams + selected classes produce a set of Geocaches Tours with a focus on Tourism
Joint work sessions with teachers of different subjects: Tourism, Geography, Maths, Languages, History + Tourist Board experts
Implementing already existing local Tours with the Geocaching methodology
Exploring regions with respect to UNESCO History Heritage Sites, forms of outdoor education

Apr 2017
M2 - PROJECT TRANS. MEETING IN FRANCE - Geocaching on Food&Sports

May - Jun 2017
HOME SESSIONS
In each country the National teams + selected classes produce a set of Food & Sport Geocaching activities - Joint work sessions with teachers of PE, Nutrition, Biology/Enogastronomy, Science, Physics, Maths, Languages + sport experts
Testing and validation
Preparing an Exhibit on the Project outcomes so far at each partner's school, inviting local authorities, press, representatives from other local schools
Drafting rules for Students Couchsurfing Service

Building the cooperation scheme with local boards of tourism, Establishing partnerships with departments of regional promotion; finding sponsors for maps, posters, leaflets and brochures

Jun 2017
M3 - PROJECT TRANS. MEETING IN LITHUANIA - Intermediate Evaluation

Jun - Aug 2017
HOME SESSIONS
Erasmus teams make first year outcomes available on the open source platforms and Website
Students Couchsurfing Service started and tested under coordinators' supervision

Sept 2017
HOME SESSIONS
National Teams welcome back meetings: new members are allowed
Coordinators update members on the project State of the Art
Making researches about novelties in the Geocaching worldwide community
Students Couchsurfing Service implemented

Oct 2017
C2/M4 - BLENDED TRANS. + PROJECT MEETING IN ITALY - Geocaching on Art

Nov 2017 - Feb 2018
HOME SESSIONS
In each country the National teams + selected classes produce a set of Geocaching Tours with a focus on Art
The model is tested and validated
Joint work sessions with teachers of Art, History, Languages, Maths + Art experts
INclusive Geocaching introduced
Prep work for Geocaching Multilingual Dictionary
Making a set of Geocaches already produced available for the general public in all the languages of the partnership + English
Fostering partnerships with local authorities for dissemination of the geocaches and geocaches trails already produced

Feb 2018
C3 - BLENDED TRANS. MEETING IN GREECE - Geocaching on Science

Feb - Apr 2018
HOME SESSIONS
In each country the National teams + selected classes produce a set of Geocaching Tours with a focus on Science, History and Languages
The model is tested and validated
Joint work sessions with teachers of History, Science, Languages + experts
Making a set of Geocaches already produced available for the general public in all the languages of the partnership + English
Strengthening partnerships with local authorities for dissemination of the trails already produced

Apr 2018
C4 - BLENDED TRANS. MEETING IN PORTUGAL - Geocaching Orienteering

Apr - May 2018

HOME SESSIONS
The National teams + selected classes produce a set of Geocaching Trails with a focus on Nature and monuments
Joint work sessions with teachers of PE, Science, Physics, Maths, Languages, Events Organization
Testing the Trails with some classes
Preparing the Geocaching Big Contest and Fair in Poland
Finding sponsors for printing maps, brochures, leaflets and posters

Late May 2018
C5/M5 - BLENDED TRANS. + PROJECT MEETING IN POLAND - Geocaching Big Contest & Fair

Jun 2018 and Sept 2018
HOME SESSIONS
Geocaching D-Days: local Day Events in each country for official presentation of the project outcomes
National Photo contest & National Geocaching Awards
National Project Evaluations
Coordinators work on the Final Evaluation Report

Sept 2018
M6 - FINAL PROJECT TRANS. MEETING IN ITALY

Oct 2018
Press Conference - Final Dissemination Event in each country: promoting the use of the Project Website for future lessons and activities

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Please note this document is NOT the full copy of the Application Form but a copy of its most useful parts