**2015-2017 activities *(not finished)***

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| O2/A4 | **~~December 2015~~**  **May 2018** | **O2 (Handbook and online languages material) - design process**  Design process by an exterior office expert in publishing languages books | | | | | | UNIV Ca'Foscari is responsible |
| O2/A5 | **~~December 2015 – January 2016~~**  **June 2018** | **O2 (Handbook and online languages material) - proof reading process** | | | | | | UNIV Ca'Foscari will finalize (proofreading process) the output and give it to the expert in publishing languages books for publication |
| O2/A6 | **~~January 2016~~**  **June 2018** | **O2 (Handbook and online languages material) - transform to e-book** | | | | | | UNIV Ca'Foscari will transform the output to an e-book and upload it to the KF5 platform and on the project site. |
| O7/A1 | **November 2016 – March 2018** | | **O7 (Career guidance and entrepreneurship) - Research for new jobs and relevant studies related to archaeological sites** | | | SCHOOLS: make a research for new jobs emerging from the archaeological sites – Studies that have to be followed in each country. All results will be on KF5 for open discussion between partners. They will interview EFAMES, UNIV Ca'Foscari, CDL, associated partners (Museums etc) | | |
| O7/A2 | **November –December 2016** | | **O7 (Career guidance and entrepreneurship) - Build a new virtual enterprise** | | | SCHOOLS: Design an enterprise (Archaeological Enterprise Services for Youth).  Define the business plan (financial, sustainability plan strategies)  Create a first website for the enterprise. These sites will be connected to the main project website. | | |
| O6/A7 | **January-~~February 2017~~**  **May 2017** | | **O6 (Knowledge Building community) - Data collection unification and finalization** | | | | CDL will unify the data collection and finalize the Knowledge Building Community | |
| O7/A3 | **January – March 2017** | | **O7 (Career guidance and entrepreneurship) - Location and market studies** | SCHOOLS:  • Choose a good location for the enterprise thinking where the production and the sales are going to be done. Write down the main characteristics of the place where the enterprise will take place.  • Make a market study following these steps:  - What do we want to study; it’s necessary to define the enterprise priority; target; and the people that are going to buy our services.  - Make analysis of other enterprises that are offering similar services; how they are doing it, what they are offering, …  - Use Excel to study the sample and the objective population; use statistic data (IDESCAT) to extend the study and use reliable data to build the market study.  - Write an interview (not too many questions) thinking in what you are going to ask and how you are going to correlate the data.  - Collect and process the data (use Excel binary code yes/no = 1/0, and calculate unidimensional analysis and possible correlations).  - Calculate the per cent rates for each category  - Calculate the correlation rate between the different categories. If the correlation coefficient is next to 0, there is no correlation; if it’s next to 1, there’s a positive correlation between categories; if it’s next to -1, there’s a negative correlation.  - Write down the conclusions and make your decisions. | | | | |
| O8/A1 | **March - April 2017** | | **O8 (Video from EdMondo ) - Write draft teaching scenarios to highlight sustainability policies**  Schools Project teams should write teaching scenarios to highlight sustainability policies and archaeological sites can be seen as paradigms of Sustainable Development of their societies. Scenario example: the representation of the decision making/voting system of ancients (democracy – equity -as a principles of sustainability). The scenarios are stories – little act plays in order the students to experience the knowledge gained so far. | | | | | **School project teams:** scenarios  **CDL.** Support the process of uploading  **KPEK, EFAMES, UNIV Ca’Foscari, CDL:** Support |
| O7/A4 | **April –June 2017** | | **O7 (Career guidance and entrepreneurship) - Enterprise constitution**  • Choose the name you’re going to use  • Register your enterprise.  • Define your Enterprise legally depending on the amount of money, number of partners, …  • Look for a notary to make the required bureaucracy  • Check other needs like taxes, where you have to pay them, when, how, …  • Make the enterprise articles and register them legally | | | | | Schools Project teams |
| O7/A5 | **May – June 2017** | | **O7 (Career guidance and entrepreneurship) - Business definition**  • Define mission, vision, Enterprise values  • Describe the main services and the production  • Describe other services and products  • Look for your added values (what makes you different and more important).  • Make a little essay about your product and services, other services you can offer, your Enterprise values and added extra values. | | | | | Schools Project teams |
| O8/A2 | **May 2017** | | **O8 (Video from EdMondo )** - **Discussion of teaching scenarios via KF5**  Schools Project teams will upload their scenarios to KF forum for open discussion (between partners, teachers and pupils) and exchange of opinions. KPEK, EFAMES, UNIV Ca'Foscari and CDL will verify pupil's scenarios. | | GYMTHOUR, EPALMessinis, LFracastoro, AGLIANGELI, CSPau, IBAIX: Upload results, comments, conversation forum  CDL. Support the process of uploading  KPEK, EFAMES, UNIV Ca’Foscari, CDL: They have access to KF5 platform. They comment the uploaded material and participate in open conversation forum. They verify the scenarios. | | | |
| O8/A3 | **May – June 2017** | | **O8 (Video from EdMondo ) - Test the draft scenarios in Edmondo**  Using Edmondo avatars, schools pupils will give life to their draft scenarios. They will transform them to act plays and actors will be their avatars. They will add sound (voiced dialogue). This will be a testing period.  INDIRE (non partner) expert will technically support this activity. | | GYMTHOUR. test scenarios in EdMondo  EPALMessinis. test scenarios in EdMondo  LFracastoro. test scenarios in EdMondo  AGLIANGELI. test scenarios in EdMondo  CSPau. test scenarios in EdMondo  IBAIX. test scenarios in EdMondo um  INDIRE. Support the process | | | |
| A34 | **June 2017** | | **LOCAL Multiplier event within school + parents**  Presentation of the Knowledge collection of the study of arch. sites and demonstration of EdMondo visual virtual reconstructions to schoolmates and parents | | GYMTHOUR, EPALMessinis: Demonstration  LFracastoro, AGLIANGELI: Demonstration  CSPau, IBAIX: Demonstration | | | |

**2017-2018 activities**

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|  | **2017-2018** | The following activities take place throughout this year:  **Α23 - Filming, Photo shooting, Website update**  **O1 (Website) - material gathering from partners  O1 (Website) - update and maintenance O1 (Website) - test and feedback**  **A31 - Schools create and update an Erasmus project corner inside the school**  **A32 - EFAMES crates and update an Erasmus+ corner inside the Museum of Antiquities in Kalamata  A33 - Dissemination to press** |  |

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| ***No*** | ***WHEN /WHERE*** | ***ACTIVITY - DETAILS*** | ***WHO does WHAT*** | | | |
| O3/A1 | **September 2017** | **O3 (Educational museum kit) – Target group definition**  Kit that includes worksheets, documents and other materials for self-driven visit of the museum and the archaeological site. | EFAMES will decide the exact target group of the output | | | |
| O3/A2 | **September 2017** | **O3 (Educational museum kit) –**  **Collection and selection of pedagogical material** | EFAMES will collect and select all texts, images, topographic etc. appropriate to include in the kit | | | |
| O7/A6 | **September -November 2017** | **O7 (Career guidance and entrepreneurship) - Business target**  Define the target group: people who are going to buy your products and services: young persons that are only on holidays, schools, secondary schools, universities, municipal youth services, etc. | School project teams | | | |
| O8/A4 | **September 2017** | **O8 (Video from EdMondo ) - Finalize scenarios**  Schools project teams will finalise the scenarios to highlight sustainability policies via EdMondo (Virtual role play) and write the act scenes and dialogue (mother language and ancient mother language). KPEK, EFAMES, UNIV Ca'Foscari and CDL will approve the final scenarios. | GYMTHOUR. Finalise scenarios in EdMondo  EPALMessinis. Finalise scenarios in EdMondo  LFracastoro. Finalise scenarios in EdMondo  AGLIANGELI. Finalise scenarios in EdMondo  CSPau. Finalise scenarios in EdMondo  IBAIX. Finalise scenarios in EdMondo  KPEK, EFAMES, UNIV Ca’Foscari, CDL: Content verification | | | |
| O8/A5 | **October 2017** | **O8 (Video from EdMondo ) - Pupils discussion via EdMondo**  Pupils will exchange opinions about the production of videos. They will take final decisions about technical details of the video production. | GYMTHOUR. Conversation via EdMondo  EPALMessinis. Conversation via EdMondo  LFracastoro. Conversation via EdMondo  AGLIANGELI. Conversation via EdMondo  CSPau. Conversation via EdMondo  IBAIX. Conversation via EdMondo  CDL: Management of the conversation and technical support | | | |
| O3/A3 | **October – December 2017** | **O3 (Educational museum kit) – Design learning activities** | EFAMES will design the learning activities such as knowledge treasure hunt, riddles, puzzle, constructions, matching exercises etc. | | | |
| M7 | **October 2017** | **Transnational project meeting in Barcelona**  Discussion about deliverables.  Definition of teacher guide format, content and tasks management.  Evaluation process | CDL. Organizes the project meeting.  KPEK. Responsible for the meeting agenda.  KPEK, EFAMES, GYMTHOUR, EPALMessinis, UNIV Ca’Foscari, LFracastoro, AGLIANGELI, CDL, CSPau, IBAIX: 2 persons participate in the meeting. | | | |
| O7/A7 | **November 2017 – January 2018** | **O7 (Career guidance and entrepreneurship) - Production**  Economical study to fix the prices. For each product/service define: Added value, cost, elapsed time producing, competition prices, forecast purchase and price | School project teams | | | |
| O8/A6 | **November 2017** | **O8 (Video from EdMondo ) – Short videos production**  Schools project teams will produce short videos from EdMondo (applied scenarios of virtual role play). They will subtitle the videos in English. | KPEK. Responsible for the realization of the activity  GYMTHOUR. Make video  EPALMessinis. Make video  LFracastoro. Make video  AGLIANGELI. Make video  CSPau. Make video  IBAIX. Make video  INDIRE. Support the process | | | |
| O8/A7 | **November 2017** | **O8 (Video from EdMondo ) - Video (short videos merging) and editing** | KPEK will gather all short videos and send it to a video editing expert who will edit videos to put them to final uniform format and bind them in one. | | | |
| O9/A1 | **November 2017** | **O9 (Teachers Guide ) - Collection of resources**  On the transnational project meeting (October 2017) partners will discuss on which teaching unit each partner will be responsible for. Each partner will search, collect all information appropriate for the respective teaching unit and will design the learning activities/curricula to support it. The resources will be drawn by bibliography and from the Knowledge Building community. Work language: English. | All partners | | | |
| O9/A2 | **November 2017** | **O9 (Teachers Guide ) - Discussion on the output policy**  Partners will discuss via KF5 their decisions and will exchange opinions and resources. They will take the final decisions about the content format of the output.  CDL will manage the discussion. | All partners | | | |
| O3/A4 | **December 2017** | **O3 (Educational museum kit) – Finalization of pedagogical material** | EFAMES will decide on the documents and physical materials (e.g. replications of excavation findings) of the kit | | | |
| O3/A5 | **December 2017** | **O3 (Educational museum kit) – Draft kit design** | EFAMES will create of a draft kit | | | |
| O9/A3 | **December 2017- February 2018** | **O9 (Teachers Guide ) - Collaborative writing of the teaching units**  Partners will use KF5 in order to write the final documents (curricula, learning activities, theoretical framework and best practices) in a collaborative way.  KPEK will be responsible for the management of the cooperation. | All partners | | | |
| O9/A4 | **December 2017- February 2018** | **O9 (Teachers Guide ) - Collection of supportive material**  Schools will be responsible for providing all supportive material (images, videos, topographics, 3D Reconstruction screen shots etc.) they have used or produced during the project. | Schools project teams | | | |
| A47 | **December 2017** | **Evaluation questionnaire 5**  Questionnaire: Difficulties, changes, improvement ideas  OUTPUT: Survey data | KPEK. Responsible for the activity  ALL PARTNERS: Respond to the questionnaire | | | |
| C8 | **December 2017 – ~~February 2018~~**  **April 2018** | **Language and Culture courses to schools (THIRD SESSION)**  These courses concern the analysis and study of modern languages of the three countries involved (Italy, Spain-Catalonia, Greece). The teaching units, which include a section on ancient languages Greek and Latin, allow pupils to think about the linguistic heritage as a valuable instrument of cultural communication diachronic, and at the same time allows the respect of differences and cultural diversity, through a specific promotion of multilingualism and the common roots of European languages.  - Languages (to students):  Modern Greek (40h to Italian schools and 10h to Spanish schools)  Catalan (10h to Italian and Greek schools)  Italian (10h to Spanish and Greek schools)  Ancient Greek (20 h) and Latin (20h) to all schools | EFAMES. learners  GYMTHOUR. learners  EPALMessinis. learners  LFracastoro. learners  AGLIANGELI. learners  CSPau. learners  IBAIX. learners  CDL. UNIV Ca'Foscari will organize the courses (content and teaching) addressed to school project teams. The teaching activity will be done physically to Italian schools and via KF5 platform for Greek and Spanish schools.. | | | |
| A28 | **December 2017 – March 2018** | **Real role play preparation**  Simulation of past and present day life. Preparation of theatrical act plays based on the virtual role plays. | GYMTHOUR. Preparation of theatrical act plays  EPALMessinis. Preparation of theatrical act plays  LFracastoro. Preparation of theatrical act plays  AGLIANGELI. Preparation of theatrical act plays  CSPau. Preparation of theatrical act plays  IBAIX. Preparation of theatrical act plays  KPEK, EFAMES, UNIV Ca’Foscari, CDL: Support and verification of content | | | |
| O3/A6 | **January 2018** | **O3 (Educational museum kit) – Use and evaluation** | EPAL Messinis and GYMTHOUR will evaluate the draft kit (designed by EFAMES) by using it in a visit to ancient Messene and feedback. | | | |
| O7/A8 | **February –March 2018** | **O7 (Career guidance and entrepreneurship) – Virtual Enterprise organization - Human Capital** | Schools project teams:  • Draw the organization diagram and the tasks everyone has to do  • Salaries for everyone  • Working schedule  New skills needed and creation of new job profiles integrating technology, sustainability, culture, archaeology, history and modern style of life. | | | |
| O3/A7 | **February 2018** | **O3 (Educational museum kit) – Translation** | EFAMES will translate the material to English | | | |
| O3/A8 | **February 2018** | **O3 (Educational museum kit) – Design output final format** | EFAMES will design the output's format | | | |
| O9/A5 | **February 2018** | **O9 (Teachers Guide ) - Binding and upload on KF5 platform** | KPEK will merge all teaching units and bind the chapters of the guide. KPE will upload this first draft in KF5 for proofreading and feedback from partners. | | | |
| O9/A6 | **February-March 2018** | **O9 (Teachers Guide ) - Proofreading and editing**  After the final version of the guide, a publishing service will proceed to proofreading and final edition. | KPEK is responsible | | | |
| O7/A9 | **March - April 2018** | **O7 (Career guidance and entrepreneurship) - Marketing plan** | School project teams :  DAFO study and other studies (Weaknesses, Threats, Strengths, Opportunities, Deal, Maintenance, Advantages, Corrections)  • Marketing strategies:  A.- Product: define your product, the trade mark, logo, slogan, …  B.- Price: the price you are going to sell it and if it’s going to have discounts.  C.- Distribution-Promotion: how you are going to distribute it (mass media, newspapers, social nets, …) | | | |
| O3/A9 | **March 2018** | **O3 (Educational museum kit) – Publish** | EFAMES will coordinate an exterior office service to make the arrangements for publishing. | | | |
| O3/A10 | **March 2018** | **O3 (Educational museum kit) – Production** | An exterior office expert in publications will produce the final kit. EFAMES is responsible. | | | |
| O9/A7 | **March 2018** | **O9 (Teachers Guide ) - Translation**  An exterior translation service will translate the Guide to Greek, Italian and Spanish. The final book will be published to 4 languages. | KPEK is responsible. | | | |
| O9/A8 | **March 2018** | **O9 (Teachers Guide ) - Publication**  A publishing service will publish the Guide. 200 copies will be made to be distributed to the multiplier event E2 and to partners. | KPEK. Responsible for the realization of the activity  Exceptional cost: Publisher | | | |
| O9/A9 | **March 2018** | **O9 (Teachers Guide ) - Digital copies** | KPEK will make digital copies of the Guide in order to upload it to the project website for open use. | | | |
| A29 | **March 2018** | **Visit and test role-plays in local archaeological site**  School project teams will visit the local archaeological site. They will test the screen play roles. | GYMTHOUR. Visit to Ancient Messene (arch. site) – Dramatization  EPALMessinis. Visit to Ancient Messene (arch. site) – Dramatization  LFracastoro. Visit – Dramatization  AGLIANGELI. Visit – Dramatization  CSPau. Visit – Dramatization  IBAIX. Visit – Dramatization  CDL, UNIV Ca’Foscari, EFAMES. Support | | | |
| A35 | **March 2018** | Installation of Edmondo application and project results platform in all partners (except schools) for open use e.g. on a computer in the museum of Kalamata for tourists | KPEK. Installation of Edmondo  EFAMES. Installation of Edmondo  UNIV Ca’Foscari. Installation of Edmondo  CDL. Installation of Edmondo | | | |
| M8 | **March 2018** | **Virtual project meeting (via KF5 platform)**  Evaluation data presented, discussion about project progress, confrontation of difficulties, management, check on milestones, and discussion about deliverables.  20 Participants=2 persons/partner | CDL. Organizes the project meeting.  KPEK. Responsible for the meeting agenda.  KPEK, EFAMES, GYMTHOUR, EPALMessinis, UNIV Ca’Foscari, LFracastoro, AGLIANGELI, CDL, CSPau, IBAIX: 2 persons participate in the meeting. | | | |
| O7/A10 | **April - May 2018** | **O7 (Career guidance and entrepreneurship) -** **Operations plan**  Economical and financial plan.  • How much money do you need to start, how can you finance your business?  • Taxes. How much money do you need? | School project teams | | | |
| O7/A11 | **April - May 2018** | **O7 (Career guidance and entrepreneurship) -** **Final product**  Local schools will cooperate in collecting all documents and images to write the outputs (one in every country in the mother language) | School project teams | | | |
| A36 | **April 2018** | **LOCAL Multiplier event to Museums**  Demonstration of project results to citizens - cooperation with Museums  Students demonstrate their work to the society | EFAMES: Organizes the event in Kalamata  GYMTHOUR. Demonstration  EPALMessinis. Demonstration  LFracastoro. Demonstration  AGLIANGELI. Demonstration  CSPau. Demonstration  IBAIX. Demonstration | | | |
| A37 | **April 2018** | **LOCAL Multiplier event to other teachers**  Demonstration of Edmondo representations + project results to teachers | EFAMES, GYMTHOUR, EPALMessinis: Demonstration  LFracastoro, AGLIANGELI: Demonstration  CSPau, IBAIX: Demonstration  KPEK,EFAMES: Support of the event  Associated partners:  AP1b1. Select and call the school teachers to attend the event | | | |
| O7/A12 | **May - June 2018** | **O7 (Career guidance and entrepreneurship) -** **Translation**  A translation service will translate the output in English, Greek, Italian and Catalan/Spanish. | Translation service | | | |
| A30 | **May – June 2018** | **Preparation of pupil's short term mobility to Kalamata** |  | | | |
| A38 | **May 2018** | **LOCAL Multiplier event - Demonstration of Edmondo results to local schools**  Presentation of project results and outputs to local schools classes | EFAMES, GYMTHOUR, EPALMessinis: Demonstration  LFracastoro, AGLIANGELI: Demonstration  CSPau, IBAIX: Demonstration  Associated partners:  AP1b1. Select and call the school classes to attend the event | | | |
| A39 | **May 2018** | **LOCAL Multiplier event to young unemployed** | All partners: Support of the event | | | |
| A48 | **May 2018** | **Evaluation questionnaire 6**  Questionnaire: Difficulties, changes, improvement ideas  OUTPUT: Survey data | KPEK. Responsible for the activity  ALL PARTNERS: Respond to the questionnaire | | | |
| O7/A13 | **June 2018** | **O7 (Career guidance and entrepreneurship) -** **Publish**  A publisher will make all actions for publishing the book. | Publisher. CSPau, IBAIX are responsible. | | | |
| O7/A14 | **June 2018** | **O7 (Career guidance and entrepreneurship) –** **e-book transformation** | KPEK will transform the books to e-books. | | | |
| C6 | **June 2018** | **Pupil’s short term mobility to Kalamata**  1st day:  Presentation of Kalamata city (KPEK)  Presentation of Ancient Messene (EFAMES)  Presentation of schools  Warming activities  Separation of students to groups mentored by receiving schools students  Workshop : sustainability approach of archaeological sites – learning activities  Preparation activities for the places that will be visited (history, importance etc.)  Visits (educational tour and learning activities in situ – team working)  2st day:  Workshop : Archaelogical site: Changes over time – learning activities  Preparation activities for the places that will be visited (history, importance etc.)  Visits (educational tour and learning activities in situ – team working)  3st day:  Workshop : Excavation and Restauration – learning activities  Preparation activities for the places that will be visited (history, importance etc.)  Visits (educational tour and learning activities in situ – team working)  4st day:  Workshop : Theatrical plays in ancient Messene – experiential learning activity  Visit: ancient Messene  5st day:  Visit to the city of Kalamata – discussion of modern day life of habitants  Workshop : Team working in presenting a synopsis of new Knowledge  Presentation of teams work  Closure  Visits: Kalamata city, Messene city, ancient Messene, Museum of ancient antiquities in Kalamata, Museum of Byzantines antiquities in Kalamata, Museum of ancient Messene. | | LFracastoro. Visit – 5 students – 2 teachers  AGLIANGELI. Visit – 5 students – 2 teachers  CSPau. Visit – 5 students – 2 teachers  IBAIX. Visit – 5 students – 2 teachers  KPEK. Organisation of the mobility, organization and preparation of learning activities and visits  EFAMES. Preparation of lecture and pupils’ learning activities on reception of the past in the area and linguistic and literary contacts.  GYMTHOUR. Receiving school – organization and preparation of learning activities and visits  EPALMessinis. Receiving school– organization and preparation of learning activities and visits | | |
| A40 | **June 2018** | **Multiplier event - families in situ**  An event into the archaeological sites- experiential learning activities based on the project results addressed to families (visit the arch. site)  Students as active citizens | EFAMES, GYMTHOUR, EPALMessinis: Demonstration  LFracastoro, AGLIANGELI: Demonstration  CSPau, IBAIX: Demonstration  KPEK: Support of the event | | | |
| E2 | **June 2018** | **European Conference in ancient Messene**  - Dissemination of project results  - Schools present the final results and perform their act plays  - Photos, videos from the whole procedure  The conference will take place to the ancient theater inside the archaeological site of ancient Messene. This conference will address to local, regional, national and European education authorities and policy makers as well as local, national and European press representatives in order to disseminate the outputs of the project. All partners will present their part of work as well all the best practices of innovation, skills enhancement and collaboration that this project fosters. The introductory speech will be hosted by Prof. Themelis, the current excavator in ancient Messene who will present the revival of archaeological sites.  KPEK will present the project outline, the main objectives, the methodology used and O1.  O6 will be presented in parts: KPEK will present the ESD as it was applied to the project and the linkage to active citizenship (part of O8). EFAMES will present the educational museum kit and the use of archaeological sites over time and O3. UNIVCa'Foscari will present the perception Greek and Roman legacy and the significance of culture and language (part of O9) and O2.CDL will present the KB theory and the KF5 platform (O4, O6 and part of O9) and the concept of collaboration as it was applied in the project.INDIRE expert in EdMondo (non partner) will present the EdMondo virtual world platform and school project teams will present O5 and O8.  School project teams will perform the real act plays from the teaching scenarios they have created and they will show O6. Schools project teams will present O7 and focus on the local archaeological site as example. During the event photos and videos from the 3 years project work will be shown.  After the presentations, a discussion session between participants (audience, partners -- with pupils) will take place in the theater in order this conference to lead to concrete conclusions. These conclusions will be part of the evaluation report of the project.There will be hard copies and CDs of the outputs to the audience.A sound/light service will be responsible for sound and lights during the conference.  Outputs covered: O1,2,3,4,5,7,8,9 | | | KPEK: Organizes the event and hosts the invited persons  EFAMES: Supports the organization  Associated partners:  All Greek associated partners will be called to attend  AP1e, AP1f, Ap1g, Ap1h: support of the realization of event by offering local |
| M9 | **June 2018** | **Transnational project meeting in Kalamata**  Discussion about deliverables.  Definition of teacher guide format, content and tasks management. Preparation of finalization of the project  Evaluation process  20 Participants=2 persons/partner | KPEK. Organizes the project meeting.  KPEK. Responsible for the meeting agenda.  KPEK, EFAMES, GYMTHOUR, EPALMessinis, UNIV Ca’Foscari, LFracastoro, AGLIANGELI, CDL, CSPau, IBAIX: 2 persons participate in the meeting. | | | |
| A49 | **June 2018** | **Survey to participants and local stakeholders** | All partners | | | |
| A50 | **June - July 2018** | **Finalize KF platform** | CDL. Responsible for the data visualization coherence. | | | |
| M10 | **July 2018** | **Virtual project meeting (via KF5 platform)** | All partners. CDL organizes the meeting. | | | |
| A51 | **July 2018** | **Finalize EdMondo worlds** | KPEK. Responsible for the realization of the activity  INDIRE. Responsible for the EdMondo closure. | | | |
| A52 | **July 2018** | **DVD with outputs to pupils**  Edit photos and videos  OUTPUTS: Video memory about pupil’s activities | GYMTHOUR, EPALMessinis: Videos production  LFracastoro, AGLIANGELI: Videos production  CSPau, IBAIX: Videos production | | | |
| A53 | **July 2018** | **Report of the external evaluator** | All partners | | | |
| A54 | **July-August 2018** | **Project evaluation report**  Analysis of the evaluation data and redaction of annual report and the whole project evaluation report  OUTPUT: Evaluation reports | KPEK. Responsible for output  ALL PARTNERS: Provide evaluation data | | | |