



“Climate Awareness-Creation Strategies”

Working document

Climate change is one of the most pressing global challenges of our time. In this project, participants will discover the stark realities of climate change impacts across the world, as well as inspiring insights into opportunities for ensuring that we mitigate the risks and adapt our systems as best possible to reduce damage and destruction to lives. This project will remind us that tackling climate change is not only something to do for our children, but with them, and sometimes with them leading the way. It aims to take early action to deal with climate change in order to tackle these problems and provide a healthier and greener for young and adult citizens in Europe. This project is intended to create greater interest in climate issues and also to be an eye-opener for joint European projects where you work with partners from other countries that work for similar goals. The official conference was held in Paris in the last years (December 2015 and also in April 2016) related to Climate Change led to serious resolutions in this aspect. During the conference, the leaders emphasized the great connections and negative impact that the rapidly developing climate change has on the ability of nations to attain sustainable development. The climate conference that took place in Paris had the aim to encourage people's countries' actors of the civic society in general, to cooperate as well as to take initiatives in order to maintain a healthy environment with a direct focus on climate, climate change and resilience. For these reasons, Our partners want to explore and speak about this because with a survey conducted on our students we identified a lack of knowledge about climate changes, but also existent interest in this subject and involvement in a project of wider relevance. Analysis of pupils' needs was

done in a climate awareness survey in our schools. Results of survey per partnership: over 80% low knowledge of climate awareness and over 90% high interest to learn about climate awareness through practical activities. By joining with our partners, we want to spread ideas and exchange methods and practices and with open educational materials make this subject closer to the wider European community. In this Project, LTT studies have been planned in order to raise awareness about climate change and to motivate the participants. With the Arduino training to be given, a prototype meteorology station will be created in participating institutions. In addition, data on weather conditions will be obtained in the meteorology station created with Android Processing Ide Training. These data will be transferred to the mobile phones of the users through the phone application to be prepared. By using modern digital technologies, we believe we can increase students' and youth's interest in science, especially climatology. In this way, users will be informed about daily, monthly and seasonal changes, the changes to be observed and the occurring climate change will be informed. In our project, we aim to include people of different ages, educational profiles, interests, and physical and cognitive capabilities and show that united we can contribute very much to improving the microclimate of the area we live in. As people who love nature and movement, we notice that modern people in our surroundings increasingly turn away from nature and close themselves more and more to virtual worlds. Hence, through this project we want to draw people's attention to the importance of physical activity to achieve benefits for our health, but also for the health of our planet and show that modern ICT can be fun and helpful at the same time. By using modern digital technologies, we believe we can increase children and youth's interest in science, especially

climatology. We want to do this innovative project that offers solutions for the future, teaching pupils about green renewable energy, ecological houses, clear air and green towns.

What do you want to achieve by implementing the project?

The main goals of climate change education include building a sustainable future, inspiring action and influencing at a collective and personal level. The main goal of the project is to help you understand climate change in-depth, but also to change one's own behaviour and actions in order to influence our school and students and create climate awareness. However, where does climate change belong in the curriculum anyway? During the realization of this project, different activities will be realized by all the factors involved in this cooperation, such as analysis, risk assessment, 5 LLT meetings, local needs assessment, international online meetings, managing meetings in organizations, defining logistics plans, collaborating with external factors, info pack design, promotion plan development, media collaboration, collaborating with institutions, intensive preparation of participants, participation in the activities, participation in on-site practical visits, external impact assessment, defining evaluation plan and defining dissemination process. Participants will be an active part of various models of non-formal education activities such as energizers, presentations, video presentations, brainstorming, debates, on-site visits, public events and evaluation. Thus pupils will learn how the climate system works; what factors cause the climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. Pupils will learn how climate change today is different from past

climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, by making science fun and interesting, with experiments and apps, we will make students aware of the relevance of science in our daily lives as well as in the fight against climate change.

Implementation:

What do you want to achieve by implementing the project?

The main project goal is to increase student, teacher and local community awareness of climate changes and sustainable development and to encourage physical activity. We want people in our small surroundings to become climatic conscious, more physically active and healthier. With small steps, we will make a big move in an individual's consciousness and contribute to decreasing negative human effects on climate and the environment. By joining with our partners, we want to spread ideas and exchange methods and practices and with open educational materials make this subject closer to the wider European community. We will achieve our main project goal using different project activities:

The first TPM in Portugal in July 2022

The objectives of the meeting

To establish the basis of long-term cooperation and team spirit between partners and to create synergy among partners.

The first LLT meeting in Romania in September 5 to 9 2022(C1)

Students and teachers will attend this meeting. This LLT meeting will explore the basic science behind climate change and presents the tools to teach it in a positive, engaging and participatory way

The second LLT meeting in Turkey(Nevşehir) 31/10 To 4/11, 2022(C2)

Students and teachers will attend this meeting. It is aimed to raise awareness among students about the effects of "global climate change" on biological diversity and humans, for the sake of achieving their own individual goals

The third LTT (Teacher Training) meeting in Capadox Nevsehir in 16/01/2023 to 20/01/2023 (C3)

3 Teachers will attend this meeting. Arduino training will be given for a prototype meteorology station

The second TPM online meeting - The project contact person and a key person from each partner institution will attend this meeting. to evaluate project activities, whether the projects reach their goal and search for the success of the project.

The fourth LLT meeting in Turkey(Afyon)in April 2023(C4)

Students and teachers will attend this meeting (METEOGRAM AND HISTOGRAM WORKSHOPS) In this LTT, students will be trained on creating tables and graphics.

The fifth LLT meeting in Finland in June 2023(C5)

Teachers will attend this meeting. (ANDROID PROCESSING IDE TRAINING) This LTT is aimed to develop the basic competencies related to android processing IDE, which presents the basics of programming with a visual approach and can also serve as an electronic sketchbook.

Production of Project Results:

PPR1 The project will be prepared on 01-09-2022 (15 days) Cli School Label
Cli School Label is a portal to share international climate awareness practice examples, encourage colleagues to develop digital skills and evaluate the climate potential of organizations. Schools will receive a Cli School Label from this portal.

PPR2 01-10-2023 (15 days) Production of Project Results: the project will be prepared Digi meteorology user manual, the prototype will be the user's manual for the weather station

E1Multiplier Event will be organized in every country on 02-10-2022

Cli School Label will be introduced to everyone at a conference.

E2Multiplier Event will be organized in every country on 01-10-2023

Digi meteorology user manual will be introduced to everyone at a conference.

The third TPM meeting will be in the applicant partner in Poland in November 2023

This meeting will aim to analyse the overall project achievements and decide upon the final fine-tuning of the project results, based on the results of the consultation and evaluation activities.

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

Cooperation will be made with local and national expert stakeholders during and after the project. Stakeholders will participate in conferences, workshops and seminars within the scope of the project activities, and will play a major role in achieving our goals by providing education, training, learning, and solution generation to support target groups. On this occasion, cooperation between institutions will be strengthened and our network will expand. The project will increase

students, teachers and the local community's awareness of climate change and sustainable development and encourage physical activity.

Our goals are:

- To Increase learning motivation among students Develop the interests and skills of students
- To develop Students' awareness of their own interests and skills
- To develop digital skills by using modern technologies: the creation of a website, e-groups, use of e-twinning, editing videos
- Stimulate students to bring their ideas forth freely, articulately and substantially which will help them to develop creativity and critical thinking,
- Raising awareness about climate change
- Increase citizen's ecological consciousness through public teachings and workshops,
- Strengthen the sense of responsibility for climate changes among all project participants, but also for belonging to local, national and European community,
- Create a participatory class environment
- Give priority to disadvantaged (geographical, socio-economic) pupils
- Blend the methodology with technology
- Observe the other educational environments, strategies and best practices in Europe and compare them
- Strengthen professional skills by making teachers open to innovations and increase their motivation
- Respond to common needs by collaborating between institutions and schools with different systems

-Make the cultural interaction in the institutions permanent and create EU awareness

Concrete results:

-For two years, students and teachers will participate in the mobilities and carry out local activities in schools and train their peers on the effective use of Arduino tools and on climate awareness. A website that will contain all the information about the project objectives, activities and developments

A twin space

All the students` works connected with the project will be parts of the final products

Virtual brochure (for environmental awareness and for project promotion, and dissemination)

-Evaluation instruments completed by target groups-initial and final questionnaires, feedback forms, self-assessment, reports

-one Facebook page, one eTwinning account, one Facebook discussion group, one Whatsapp group(for project promotion and dissemination)

-five LTT and evaluation reports

-two TPM and evaluation reports

-one overall dissemination plan

-one risk management report

-Europass mobility documents

-Europass language passports

-certificates of attendance

-two reports-intermediary and final

-DVD of the project

- The climate e-magazine will contain materials related to students' work during the project
- An environmental guide for schools: An environmental guide that will consist of Innovative ways and approaches to fight climate change.
- prototype meteorology designed by students and teachers.

Other Relevant Activities in the Timetable:

1 OA-1A Leader: CAPADOX

An evaluation will be made in order to measure the expectations of the participants after LTT, to determine whether the training provided responded to the expectations and to To what extent the participants were satisfied with this event. Next, LTT will be prepared in light of this data. The results of the questionnaire will be sent to Belgium, which is in charge of this issue. Belgium will analyze the data it receives from participating countries, create a single document and measure LTT success.

Results; the project website, eTwinning, project Facebook page etc. will be published on virtual platforms.

2022-04 2022-05

2 OA-1B Leader: CAPADOX

CHANGE YOURSELF, BUT NOT THE CLIMATE" ACTIVITY

In this event, 2 separate presentations will be prepared with web-2 tools on the effects of air and water pollution on living things and nature and fossil energy resources. After the presentation, students will be asked to photograph the human effects they observe in their environment regarding climate change. In the next activity, photographs will be brought together and the negative impact of humans on nature will be revealed. Students who will brainstorm after sharing photos will develop solutions to reduce or remove

these effects. These suggestions will be adapted in the school environment. The purpose of this Activity is to implement the studies conducted in the 1st LTT and to increase the awareness of the students about climate change within the scope of lifelong learning. It will be ensured that the photo, video, etc. materials obtained at the end of the event are disseminated on virtual platforms.

2022-05 2022-05

3 OA-2A Leader: CAPADOX

An evaluation will be made in order to measure the expectations of the participants after LTT, to determine whether the training provided responded to the expectations and to what extent the participants were satisfied with this event. Next, LTT will be prepared in light of this data. The results of the questionnaire will be sent to Belgium, which is in charge of this issue. Belgium will analyze the data it receives from participating countries, create a single document and measure LTT success.

Results; project website, eTwinning, project

Facebook pages etc. will be published on virtual platforms.

2022-06 2022-06

4 OA -2B Leader: CAPADOX

"STOP WARMING UP" EVENT

In this event, activities will be carried out on how greenhouse gases are formed, their effects and how they can be reduced. In this scope, each partner school will form teams. The teams will take the carbon footprint in their schools and develop strategies to reduce carbon emissions. In addition, he will prepare presentations about the work done by the teams such as global warming, the environment, and environmentally friendly energy. Carbon

footprint results and results regarding the ongoing strategies will be shared in the ongoing presentations. The purpose of this activity is to apply tests on the 2nd LTT and to increase awareness of greenhouse gases and carbon emissions among lifelong learners. It will be ensured that the photo, video, etc. materials obtained at the end of the event are disseminated on virtual platforms.

2022-06 2022-07

5 OA-- 3 Leader: CAPADOX

An evaluation will be made in order to measure the expectations of the participants after LTT, to determine whether the training provided responded to the expectations and to what extent the participants were satisfied with this event. Next, LTT will be prepared in light of this data. The results of the questionnaire will be sent to Belgium, which is in charge of this issue. Belgium will analyze the data it receives from participating countries, create a single document and measure LTT success.

Results; the project website, eTwinning, Project - Facebook page etc. will be published on virtual platforms.

2022-09 2022-10

6 OA--4A Leader: CAPADOX

An evaluation will be made in order to measure the expectations of the participants after LTT, to determine whether the training provided responded to the expectations and to what extent the participants were satisfied with this event. Next, LTT will be prepared in light of this data. The results of the questionnaire will be sent to Belgium, which is in charge of this issue. Belgium will analyze the data it receives from participating countries, create a single document and measure LTT success.

Results; the project website, eTwinning, project Facebook page etc. will be published on virtual platforms.

2022-04 2022-05

7 OA--4B Leader: CAPADOX

"YOUNG PEOPLE SMELLING THE AIR" EVENT

In this activity, students will create tables and graphs using the data about their own regions on the website <http://meteogram.com/>. It is very important to choose the graphics correctly according to the topics, that is, to determine which type of graphic better expresses the subject to be told. Before converting the data into graphics, it will be decided which type of graphic will be the most appropriate and then the graphic will be drawn. Students who will interpret the graph will make a 10-day forecast. The purpose of this activity is to apply the work to be done in the 4th LTT and to express the relationships between variables visually. The efficiency will facilitate the analysis and interpretation of the data. It will be ensured that the photo, video, etc. materials obtained at the end of the event are disseminated on virtual platforms.

2023-05 2023-05

8 OA--5 Leader: CAPADOX

An evaluation will be made in order to measure the expectations of the participants after LTT, to determine whether the training provided responded to the expectations and to what extent the participants were satisfied with this event. Next, LTT will be prepared in light of this data. The results of the questionnaire will be sent to Belgium, which is in charge of this issue. Belgium will analyze the data it receives from participating countries, create a single document and measure LTT success.

Results: the project website, eTwinning, project Facebook page etc. will be published on virtual platforms

2023-07 2023-07

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Project Description Priorities and Topics

The goal of the project is related to the priorities we selected because climate change is a real and undeniable threat to our entire civilization. The effects are already visible and will be catastrophic unless we act now. Through education, innovation and adherence to our climate commitments, we can make the necessary changes to protect the planet. These changes also will provide huge opportunities to modernize our infrastructure which will create new jobs and promote greater prosperity across the globe. We would like to achieve an exchange of expertise in our schools, better language skills, and new networks for both teachers and pupils to broaden their chances in the future. With the exchange of expertise, we want to give all participants more tools to develop professionally and to give a European frame of reference to their work. Also, the schools in this project will get a chance to develop and to learn and start using practices from other project schools. We want to promote a healthy, environmentally sustainable future for our pupils and our schools. Through this project are to expand our pupils' knowledge of climate awareness and climate change through participation in in-person and online learning activities centred around natural philosophy and ethics, geography, biology and scientific research. Students will increase their civic engagement, media literacy and ICT competencies. They will improve competence in soft skills with emphasis on communication, teamwork and adaptability. Last but not least, they will enhance linguistic competence and increase motivation to

learn foreign languages. The teachers involved will get acquainted with new methods of teaching and learning and exchange ideas and experience. All the participants will learn about the cultural heritage of partner countries and increase tolerance towards other cultures and citizens of other nations. We will strengthen the European dimension of participating schools.

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Project Description

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

Climate is a unique theme that must be implemented into the cooperation in the European partnership, because only by united from north to south of Europe we can start the wheel inside people's heads, starting from individuals in our local community and continuing wider. The official conference held in Paris in the last years (December 2015 and also in April 2016) related to Climate Change led to serious resolutions in this aspect. During the conference, the leaders emphasized the great connections and negative impact that the rapidly developing climate change has on the ability of nations to attain sustainable development. The climate conference that took place in Paris had the aim to encourage people's/countries/ actors of the civic society in general, to cooperate as well as to take initiatives in order to maintain a healthy environment, with a direct focus on climate, climate changes and resilience. For these reasons we strongly believe that all the objectives that we set for our partnership are entirely justified in the international context, in which all the partners from the participating countries can share ideas and can mutually instil in students responsible and sustainable behaviour towards the environment. Our partners want to explore and speak about this because with a survey conducted on our students we identified a lack of knowledge about climate changes, but also existent interest in this subject and

involvement in a project of wider relevance. Our project is to increase student, teacher and local community's awareness of climate changes and sustainable development and to encourage physical activity. We want people in our surroundings to become climatic conscious, more physically active and healthier. With small steps, we will make a big move in an individual's consciousness and contribute to decreasing negative human effects on climate and the environment. By joining with our partners, we want to spread ideas and exchange methods and practices and with open educational materials make this subject closer to the wider European community. In this Project, LTT studies have been planned in order to raise awareness about climate change and to motivate the participants. With the Arduino training to be given, a prototype meteorology station will be created in participating institutions. In addition, data on weather conditions will be obtained in the meteorology station created with **ANDROID PROCESSING IDE TRAINING**.

These data will be transferred to the mobile phones of the users through the phone application to be prepared. By using modern digital technologies, we believe we can increase students' and youth's interest in science, especially climatology. In this way, users will be informed about daily, monthly and seasonal changes, and the changes to be observed and the occurring climate change will be informed. Our primary goal is to raise conscious individuals by raising awareness in our schools and institutions about the climate change events taking place in our world

The objectives of the project are:

-Using an interdisciplinary approach, to increase student, teacher and local community's interest in science (climatology, meteorology, biology, geography) and achieve synergy between different fields of education,

- To develop digital skills by using modern technologies: the creation of a website, e-groups, use of e-twinning, editing videos
- Increase citizen's ecological consciousness through public teachings and workshops,
- Strengthen the sense of responsibility for climate changes among all project participants, but also for belonging to local, national and European communities,
- Encourage all project participants to live a healthy life, that is life good for an individual's health but also for our planet's climate by organising project activities,
- Encourage education quality through the cooperation between different organizations and increase the awareness of quality in preparing, executing and monitoring EU projects.

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

In order to maximize the potential of Arduino tools for climate awareness, it is crucial that it is used in a pedagogically sound way that corresponds to the individual needs of the learners. With the Arduino training to be given, a prototype meteorology station will be created in participating institutions. In addition, data on weather conditions will be obtained in the meteorology station created with ANDROID PROCESSING IDE TRAINING. It is also important that the use of Arduino tools is introduced and supported in a sustainable way and in a range of pedagogical approaches that promote lifelong learning.

Thanks to the activities we will implement in our project, it will perfectly meet the needs of our partnership and target groups. Thanks to these activities will provide awareness of the application of pedagogical principles in teaching meteorology with technology. It will promote the effective use of Arduino tools and open resources in support of quality climate training and awareness. These activities will initiate local and regional clusters of multipliers promoting the use of ICT tools and open educational resources.

Target groups: Teachers, Teachers trainers, Climate policymakers, Multipliers

In our project will benefit teachers, teacher trainers and other stakeholders involved in meteorology teaching, who will be able to make use of LLT activities and the training materials as well as other resources on the website. The workshops, for teachers and multipliers, will be based on a strong 'hands-on approach. All participants will be required to take part in preparatory activities prior to the workshop (via the workspace), participate actively in the workshop itself and also take part in post-workshop activities (web involvement and dissemination within their own context). The project aims to reach the largest possible number of teaching professionals, giving them hands-on experience in learning and teaching and integrating them into a growing community of practice of European meteorology professionals. Teachers will become aware that the effective blending of appropriate pedagogical principles with technology is crucial for creating successful climate awareness activities, and they will develop a set of skills necessary to do this alone and in collaboration with others, in their own professional context. They will develop individualised teaching and training modules using available Arduino tools and open educational resources for a prototype meteorology station and become aware of their needs in terms of continual

professional development. They will also be shown ways of pursuing this development both individually and via the initiation of local or regional clusters of multipliers. After the workshop participants will be able to support their colleagues in raising awareness of the importance of integrating pedagogy and technology, tackling obstacles that might currently hinder effective integration of ICT in their teaching context, while building on their own strengths and experiences. Multipliers and teacher trainers will be able to use the unique training programme developed by the team and the freely available activities and training modules in their own delivery of workshops in the member state concerned, reaching a much larger audience. This will eventually have a cascading effect. Feedback from participants and local coordinators to climate policymakers will raise their awareness of the needs of teachers, teacher trainers and multipliers. Overall, this will lead to a more bottom-up understanding of the need for professional development and integration of pedagogy and technology in the area of Arduino tools use, which will increase digital literacy.

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

All partners are eligible and volunteer for this project. To expand the contributions of pupils to the project, the whole team has knowledge and skills and experience. This project is based on presentations of examples of good practice as well as discussions and experience comparisons. Participants will have the opportunity to develop personal and professional skills for communication and collaboration with partners from abroad and master basic tools for virtual communication and collaboration for project planning, management, evaluation and dissemination through workshops, simulations

and action learning. By the end of the activities, participants will have a draft plan for the international collaboration action of the partnership project. With the local activities like workshops, seminars, and online events; all pupils, parents, administrators, and local authorities in each country will be a crucial part of the project collaboration; the content, objectives, and results of the project will be conveyed by these activities. At a local level, we count on examining a high-quality effect in phrases of inter-institutional collaborations. First of all, the NGOs involved will reinforce their cooperation with schools and vice versa. As a result, we count on greater students and instructors to come to be contributors to our associations. Also, we are able to retain to provide our guide information to the schools we're associating with, so one can bring about future local initiatives evolved among the institutions. Also, all companions will collaborate with local instructional government and local ones, so one can make sure a higher multiplication of the project effects at local levels. In addition, schools at the local stage will enhance their cooperation, because the project partners will provide their help to instructors from different schools interested in the use of the tools we are able to produce. After the activities participants will be asked to share what they have learned with the rest of the staff in their schools. Since they will all join the partnership collaboration platform they will be able to further discuss and deepen their understanding of the themes of the project and therefore keep on learning. Moreover, they will be encouraged to share materials showing how they are using what they have learned in their everyday work in terms of ideas, photos, videos, lesson plans, assessment and self-assessment forms, etc. creating an open educational resource available to everyone else from the group. Thanks to the partnership collaboration platform they will all

be networked which will provide greater opportunities to develop future partnerships and projects. The methods shared and explored and the training given will allow the participants to complete and improve their educational path.

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

Cooperation will be made with local and national expert stakeholders during and after the project. Stakeholders will participate in conferences, workshops and seminars within the scope of the project activities, and will play a major role in achieving our goals by providing education, training, learning, and solution generation to support target groups. On this occasion, cooperation between institutions will be strengthened and our network will expand. The project will increase students, teachers and the local community's awareness of climate change and sustainable development and encourage physical activity.

Our goals are:

- To Increase learning motivation among students Develop the interests and skills of students
- To develop Students' awareness of their own interests and skills
- To develop digital skills by using modern technologies: the creation of a website, e-groups, use of e-twinning, editing videos
- Stimulate students to bring their ideas forth freely, articulately and substantially which will help them to develop creativity and critical thinking,
- Raising awareness about climate change

- Increase citizen's ecological consciousness through public teachings and workshops,
- Strengthen the sense of responsibility for climate changes among all project participants, but also for belonging to local, national and European community,
- Create a participatory class environment -Give priority to disadvantaged (geographical, socio-economic) pupils
- Blend the methodology with technology
- Observe the other educational environments, strategies and best practices in Europe and compare them
- Strengthen professional skills by making teachers open to innovations and increase their motivation
- Respond to common needs by collaborating between institutions and schools with different systems
- Make the cultural interaction in the institutions permanent and create EU awareness

Concrete results:

- For two years, students and teachers will participate in the mobilities and carry out local activities in schools and train their peers on the effective use of Arduino tools and on climate awareness. A website that will contain all the information about the project objectives, activities and developments

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All the students' works connected with the project will be parts of the final products

Virtual brochure (for environmental awareness and for project promotion, and dissemination)

- Evaluation instruments completed by target groups-initial and final questionnaires, feedback forms, self-assessment reports
- one Facebook page, one eTwinning account, one Facebook discussion group, one Whatsapp group(for project promotion and dissemination)
- five LTT and evaluation reports
- two TPM and evaluation reports
- one overall dissemination plan
- one risk management report
- Europass mobility documents
- Europass language passports
- certificates of attendance
- two reports-intermediary and final
- DVD of the project
- The climate e-magazine will contain materials related to students` work during the project
- An environmental guide for schools: An environmental guide that will consist of Innovative ways and approaches to fight climate change.
- A prototype meteorology designed by students and teachers

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

Partner schools from Portugal, Romania, Poland, Turkey² schools and Finland and Belgium(NGOs)will take part to encourage and apply new methods and strategies for climate awareness. The project is both complementary to other local or international initiatives also brings an innovative outlook on the way in which climate awareness should be delivered and also aims to develop the

digital skills of institutions, staff, and students together with local and national. Participants will do many activities that require Arduino tools and regular attendance. They'll join webinars, get certificates and create their portfolios. We will see it as an advantage as it will have a meteorology station in partner schools. In our project, we aim to include people of different ages, educational profiles, interests, and physical and cognitive capabilities and show that united we can contribute very much to improving the microclimate of the area we live in. It combines a holistic the approach to adopting innovative technologies and pedagogies in school education by proposing education The results of the project will be a Pedagogical Model, an ICT-based training program, and prototype meteorology(including practical indications and supporting materials that will enable teachers to teach climate awareness both from the digital perspective and the social and emotional point of view)which are workable and possible to implement in different educational and noneducational contexts. This approach will enable stakeholders to concretely use the project results with real practical impact on the quality of the school education, thereby teachers' professionalism is increased. We are taking into account the experience of every partner in this area and have designed the project activities and timeline in such a way as to best attain the expected exchange of best practices in the different subject areas that we want to focus on through this project. So this project complements activities already carried out by the individual institutions so far. The fact that we will implement the project in an international setting, giving students the chance to know each other, discover their creative potential in a multicultural setting and develop bonds with their peers is also a complementary aspect of what has been done so far at the local level. Another innovative aspect consists of

the fact that all teachers will have the chance to deliver technology-based classes with a focus on creativity, will receive feedback from the students attending the exchanges and then will improve their climate ideas based on their feedback and comments. This will make the climate ideas more relevant and suitable to the target group and thus the intellectual outputs that include these materials will be of better quality. Also in our studies: To add a new dimension to climate awareness, observation, and interpretation skills using Arduino digital tools, With the Module to be uploaded to the project website with the Cli School Label, our project partners and other beneficiary schools and institutions will receive the Cli School Label. PPR1Digi meteorology user manual PPR2, the prototype will be the user's manual for the weather station. As all partners, we have built our project on these innovations, differences and complementary elements and aim to realize the preliminary, advancement, dissemination, quantification, consideration and sustainability stages in this direction. All participants will have the opportunity to step into internationalization and Europeanization and common innovative goals of the European Union through this project. The innovative aspect of the studies is to combine technology with creativity and the transfer of designed resources with innovative and appropriate technologies. With an interdisciplinary approach to the theme through informal and innovative learning outdoors and developing creativity and critical thinking we want to transform our students into responsible, self-conscious and sensible European citizens

Identify and explain the involvement of associated partners, not formally participating in the project.

Indirect participants in all partner countries will appeal to the broader local community, decision-makers in the Ministry of education, members of the

community, universities and teachers from other schools, and participants between 13-17 and over from each organisation. After each mobility, the partner counties will organize workshops, seminars, and campaigns for the teachers and the students from other schools, local communities, and parents in their cities to share the project activities, new knowledge, dissemination of the project and experiences with them. The best Arduino tools practices in the field of climate within the enriched program to the participants participating in the activity will reach their knowledge to the upper levels by testing them. The transnational meetings of the project will primarily serve management purposes. As such the representatives of the project consortium will be automatically involved. However, they will also serve the purpose of planning and evaluating the project activities and as such will have a potential for feedback and dissemination by the target groups of the project. Therefore the representatives of associated partners will be invited to each transnational meeting. The partnership will also try to involve organisations beyond the associated partners. Students who are engaged in the mobility of LTT will create their work under the guidance of professional people, and they will recognise the diversity of activities of partner organisations and explore the differences and similarities in different aspects. Moreover, they will meet in a video conference by using information communication technology thus they will recognise the habits of partner countries. The development of Production of Project Results will see a plethora of different participants involved in different stages of the project. First of all, it will be the experts who will be working on organising the surveys and producing the curriculum and the course materials. These experts will originate from the consortium of the project. Their experience will be assessed during the first stages of the project

to assure the quality of their work. Each partner will have a responsibility to delegate their own experts accompanied by their CVs and introduction of their activities and experience. Cli School Label is one of Production of Project Result of our projects. The project will include a 10-stage a system with a module to be added to our website. Other beneficiary institutions and schools will pass these stages and receive a school label through the module and participate actively in the project. National conferences that represent the multiplier event of the project will see the most diverse group of participants. The organisers and core speakers will come from the partnership, particularly represented by the experts of the project. Also, the project Multiplier Event, the university professional staff and the university students, experts, teachers, students from other schools, parents and local authorities and the local community will be invited to the event and the project intellectual output, project activities and the results will be shared with the participants of the event. The information which is gained at the end of the project will be disseminated to the surrounding schools, districts, parents and different organizations via the e Twinning portal, Scientix EU webpage, website, Facebook and Digi Meteorology User Manual. (the prototype will be the user's manual for the weather station) All the project activities, explanations, photos, DVDs, e-books, and videos of the participants in the project will be on the project website. All digital materials which are produced by Arduino tools will be exhibited to all the environmental organizations. Everything (Cli School Label, Digi Meteorology User Manual) developed within the project will be for free and introduced as an open-source for all those interested in local and regional levels.

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Participants

In order to ensure that relevant results of the project are achieved the participants will be selected according to the criteria: the willingness to take part in the project, digital skills, climate awareness a CV(with information about the project in which the candidate has been involved, school results, hobbies and interest), language skills. The transparency of the selection process will be ensured by establishing a selection board that will be outside the conflict of interests. The information about the selection methodology and the calendar will be published on the school notice boards and school websites just after the appointment of the selection board There are three different target groups that will undergo a selection process; these are:

1. members of the management team

-they will be selected from the partner institutions, based on their expertise, experience, intention and level of English, to cover the roles we have established

- Communication, Monitoring and Evaluation, Dissemination, HR Management, Budget management The selection will be done by the local coordinator, in consultation with other factors of decision at the level of the institution (managers, principals). These persons will oversee the entire project management at the level of the partner institution and will cooperate closely with their European counterparts during different moments of the project implementation. This is why a working level of English is essential.

2. members of the implementation team selected from schools in which the project is implemented(partners and associated schools). Each country will select at least one teacher for each subject focused on in the LTTs and IOs(English language, Science, Arts, IT, extracurricular activities-club coordinators, and teachers with experience in extracurricular activities). All of them need to have a working knowledge of English, good computer skills, teamwork abilities and a desire to get involved in the project. Once selected, these teachers will work on the preparation of materials for each LTT, on the initial draft of the IOs, propose activities that focus on creativity and prepare one such activity for application with exchange students

3. students in the target group

–the students in the target group(aged 13-17)constitute the basis for the selection of participants. They will be selected at the beginning of the project, based on their stated motivation, interview, English language assessment, digital skills and climate awareness. The group of students who will take part in LTTs will be selected by the board and at the beginning of the second year, another selection process will be held. They will attend preparatory activities for LTTs, initiate communication with their peers on eTwinning before exchanges, travel and interact with their foreign peers on site

1.before the event-preparatory training-cultural,

linguistic,pedagogical(coordinated by the contact person);creation of presentations about countries, regions,schools, systems of education

2. during the event-participation in workshops, and cultural events, attending classes, completing feedback forms

3. after the event-organization of dissemination sessions, collecting evidence of participation, and organizing the materials LTT activities will provide participants with an opportunity to learn to raise climate awareness in a fun and permanent way by using Arduino tools that have a great impact on education with developing technology and to use these skills in a lifelong learning dimension. The participants taking part in the LTTs will mentor their peers at their schools in their clubs weekly. Besides other teachers, administrators, parents and students and teachers of the schools around will be given seminars by the participant's Local authorities, NGOs school directorates, school inspectorates, educational departments within townhalls, they will receive the guests during the LTTAs and be informed about the project results. They will be asked for assistance in promoting and spreading the project

How will you support these participants so that they will fully engage in all phases of the planned activities (including selection, preparation and follow-up)?

Students with fewer opportunities and volunteers will be encouraged to participate soon after the announcement of the project. Their families will be informed about the benefits of their involvement in a European project, both for their education and their future careers. Necessary permission papers will be obtained from the families. Due to the socio-economic situations of many of the participating students, the schools will support these students to ensure equal opportunities to participate in the project as other students. Economic and cultural preliminary will be planned for such pupils from all aspects by the school staff, families, executive staff and local staff to make

these pupils ready for the project. At the same time, the teachers of English will prepare to enrich the vocabulary and skills in a foreign language. Each participating school will organise frequent preparatory meetings to provide language and intercultural support. Participating students will be encouraged, and supported by qualified teachers, psychologists, and school counsellors to participate actively in the project, in dissemination and in follow-up activities to ensure the sustainability of the project outcomes. The students involved in the exchange will familiarize themselves with the other participants before meeting face to face in an attempt to reduce their anxiety related to travelling abroad. Using the e-Twinning forum, students will discuss any fears or insecurities in relation to the trip. To further help students, host students will create a project blog where they will note any preparatory activities happening at their school in order to assist the travelling students in familiarizing themselves with the host school environment. There will be preparatory courses in each partner's schools for all participants as pupils and staff to make them ready for necessary skills of language communication using Arduino Tools and technology by the experts in these subjects. So all the participants with fewer opportunities will feel safe and ready before the flows. During the activities of the project, they will have a chance to improve their self-confidence and develop their technological, communication and cultural capabilities. Before their mobility, we will organize workshops to work on different aspects to have them ready and engaged to make the most of the experience. The workshops will be based on the needs our students are presenting so they will be probably different in every participant school. We will set up times and activities for our students to use TwinSpace to communicate and start relationships with the students and teachers they will

be visiting in the near future. For the teachers, we will arrange some language courses. They will also be given information about the host country. Before visiting the host school, they will be in contact with its teachers. They will also, take part in the activities and especially seminars. Sharing time, activities and interests with our European peers will help to motivate our students to be a solid part of our Erasmus+ project.

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

International projects are great opportunities for pupils, who have some disadvantages in economic, social and cultural matters. To create environments where such pupils can feel safe, creative, beneficial and part of a team especially to improve their confidence, communication, language and digital skills. We have had the chance to observe many times how such projects become a turning point for the future lives of these pupils as teachers. For this reason, it is among the important and necessary priorities for us that the involve the disadvantaged students in the preparation, realization and

evaluation stages of the project, being part of these innovations and getting benefits from these stages. They will be involved in activities depending on their talents, such as the presentation of the social activity of the Community; the creation of the Erasmus + corners, the development of brochures, logos and posters, and the promotion of the presentations of organizations, cities and countries. We will promote equality, tolerance and active citizenship in all the activities of the project, which aims to provide students with a safe climate, pleasant and collaborative. The instruments used in the project are

mass social media, virtual brochures, magazine projects, the site Project, workshops and presentations. We will organize workshops for and with the indirect beneficiaries referred to above in order to diffuse the activities, the results and the results. We will involve these members while we survey, by measuring the quality of the project and its effects. The participants will be planned to involve in joint and team work during the steps of developing Arduino tools and will be a good observer on trying and using Arduino tools in the construction of a prototype weather station. Pupils from participant schools involved will be creators of the project activities, so they will be the main supporters and motivators of the task and work. Several pupils with poor economic status will participate, and we will especially motivate those students for going mobilities. Our goal is to achieve that those students and their parents realize the importance of education and the advantages that a school project can bring. Perhaps in this way, we could succeed in decreasing the early school leaving rate, which is also the main goal in the European education field.

Preparation

The coordinator Portugal and other partners fulfil their responsibilities by signing a contract between the NAs. All the partners have committed to collaborate and communicate intensively for the success of the project and this has been visible so far in the quality of cooperation among us. After the approval of the project, we will make further arrangements and will start the formal communication groups in the project. First, we will notify the partners (legal representatives and contact persons) about the approval via e-mail. So as all project partners, we all know that continuous communication between partners is one of the most important factors that make a project successful

so communication between the partners will be provided via emails, eTwinning, and Adopte connects Facebook and Whatsapp groups. Each school's participants will be selected by questionnaires focused on the participants' knowledge, digital literacy, creative thinking, consulting, team spirit, strong communication and language skills (especially in English). For pupils, there will be a selection session including all school pupils to evaluate how they are ready and volunteered to take part in the project as well as their skills of mobile application, strong communication, language(esp in English), internationalization and be open and eager to try and use new innovations such as digital tools. There will be a management team, budget team, execution team, dissemination team, assessment team and risk team of all partner schools which will be managed by local coordinators. There should be a clear division of labour between team members. The responsibility of each member and the work expected to do throughout the project should be explained and communicated in an official letter. All local coordinators will be responsible for coordinating all stages of the project such as preparation, management, implementation, Lts, dissemination and the budget to avoid any disruption which may affect all project and other partners. They will also have to plan and arrange the pre and international meetings and training courses for teachers and pupils. All school staff, administrators, parents, and students need to be informed about the topic and content of the project, its achievements, the innovations and the benefits it will provide to the schools and the surrounding institutions at a meeting. In addition, all partner schools should create a corner and billboard of the project which they may add and share the joint works and stages with all stakeholders as good examples. e - The twinning platform will have a great effect on preliminary preparation

stages, nonstop cooperation between partners, planning and implementation of LTTs, dissemination, and shaping of the future of the project. There will be online and face-to-face courses before the flows to make all participants feel more ready and confident for workshops and tasks. The local coordinators need to inform all the participants before each flow about the customs, eating habits, traditions, native language(some basic words), culture, living styles, history and geography of the host country. Starting progress, results, approaches, innovations, dissemination, and evaluation stages of the project will be announced simultaneously on each partner's school website, Project Website, Facebook Page and on the eTwinning Portal and parallel eTwinning project pages. All partners should prepare a detailed plan of each LTT that will take place in their countries about all stages of workshops, meetings, activities, and timetables before the flow so that all other participants could make necessary preparations, and be completely ready and agree to these activities. The management of all risks and necessary documents such as travel, health insurances(EU), tickets, bookings, and welcome kits will be under the responsibility of local coordinators before the flows(At least 6 weeks before the flows all these preparations have to be made)to create a safe and ready trip for all participants.

Management

Preparation for the project has already started in its design phase. Project partners have discussed the main activities and negotiated the timeline of events in such a way as to suit everyone's options. It is unsure at this point whether the physical exchanges can be organized according to plans, but we have discussed also the possibility to extend the project accordingly or

switching to virtual mobilities in case it will be impossible to redesign the project timeline. That's why we decided to start our project on January 1, 2022. Some of the initial activities to be carried out in each partner institution are:

- administrative arrangements: signing contracts with coordinator-partners, drawing up agreements with associated partners
- promoting the start of the project locally(creation of project logos and visual identity guidelines, visibility and promotion of the project in the schools and local communities, dissemination platforms are created)
- selection of project management teams from each school and distribution of tasks
- the creation of the project calendar that is shared with the partners
- the creation of action plans for the first semester of the project by each partner in accordance with the project calendar
- FI creates the management plans based on the provisions of the application form and shares them with partners: dissemination plan, monitoring and evaluation plan, and communication plan. Workgroups with team members with common management duties are created on Dropbox.

The first TPM in March 2022:

Once these local activities have been put into place under the coordination of Portugal, we will start preparing for the TPM

which is scheduled for the month of March 2022. Portugal shares the agenda and details of the meeting. Based on that, each team selects the participants to join the transnational event and makes the necessary practical arrangements(flight and accommodation reservations, travel documents, travel insurance, identification of possible safety and security risks and ways

to handle them). After the TM, all partners start applying the initial evaluation to teachers and students in the target group in order to make an initial assessment in connection with the objectives we have proposed in the project.

Students from the target group are selected for the upcoming LTTAs.

-The first transnational meeting in April 2022 (C1) This meeting will take place in Romania. This LLT meeting will explore the basic science behind climate change and presents the tools to teach it in a positive, engaging and participatory way

-The second transnational meeting in June 2022 (C2) This meeting will take place in Turkey(Nevsehir). it is aimed to raise awareness in students about the effects of "global climate change" on biological diversity and humans, for the sake of achieving their own individual goals

-The third transnational meeting in September 2022 (C3) This meeting will take place in Belgium. Arduino training will be given.

-The second TPM online meeting: to evaluate project activities, whether the projects reach their goal and searching the success of the project. (November 2023)

-The fourth transnational meeting in April 2023 (C4) This meeting will take place in Turkey (Afyon). METEOGRAM AND HISTOGRAM WORKSHOPS

-The fifth transnational meeting in June 2023 (C5) This meeting will take place in Finland. ANDROID PROCESSING IDE TRAINING

PPR1 Production of Project Results: the project will be prepared on 01-09-2022(15 days)Cli School Label.

PPR2 Production of Project Results: the project will be prepared on 01-10-2023(15 days)Digi meteorology user manual

E1 Multiplier Event will be organized in every country on 02-10-2022 (3 days)

E2 Multiplier Event will be organized in every country on 01-10-2023 (3 days)

The third TPM meeting will be in the applicant partner in Poland in November 2023
Risks related to the pandemic period—flight cancellations, rescheduling flights, costs related to Covid tests if required by the authorities in the receiving country.

Transnational Project Meetings

The first transnational meeting will take place in Portugal in March 2022, and will last 3 days.

The project contact person and a key person and a Science teacher from each partner institution will attend this meeting.

The objectives of the meeting:

- To understand the project better.
- To establish the basis of long-term cooperation and team spirit between partners and to create synergy among partners.
- Discussing all aspects of the project such as project management, communication among partners, the involvement of stakeholders, use of dissemination tools, budget management, quality of PPRs, evaluation, monitoring and implementation, learning, teaching, training activities, multiplier events, PPRs and results.

- Defining and sharing responsibilities.

- Clarifying incomprehensible issues in order to achieve goals and complete the project on time.

3-day program: The 1st day -Introduction of partner organizations; -Project overview (goals, objectives, results)

- Communication channels and frequency among partners
- Roles and responsibilities of partners, selection and task descriptions of measurement and evaluation commission, dissemination commission, quality monitoring commission
- Project timetable, tasks, milestones, roles
- Methods to be used for implementation and monitoring

- Reviewing the 24-month work plan and the dissemination plan step by step, revising if necessary.

- Using of dissemination tools.

- To clarify communication channels with stakeholders and cooperation with them.

- The considerations in preparing learning, teaching, and training activities program

The 2nd day:

- Presentation by the coordinator about the financial and administrative requirements of the project.

- Project finance, budget management, eligible costs and project payment contract terms by the coordinator.

- Deadlines for project monitoring and progress reports, required report content and deadlines for regular reporting to the coordinator. -Review and discussion of the methodology for the implementation of PPR 1;

- Review and discussion of the methodology for the implementation of PPR 2;

Quality of the outputs

The 3rd day:

- Multiplier events program, detailed review, division of tasks and organization.

- Prepare the evaluation plan, and plan how the impact will be measured.

- Active use of the eTwinning project by partner institutions.

- Requests and suggestions.

- Results of the meeting and evaluation.

- Certificate ceremony. -Signing of the meeting minutes by all participants and delivering a copy to each group.

The second TPM online meeting The project contact person and a key person from each partner institution will attend this meeting. to evaluate project activities, whether the projects reach their goal and search for the success of the project

The third transnational meeting will take place in Poland in November 2023, and will last 3 days.

The project contact person and a key person and an English teacher from each partner institution will attend this meeting.

Objective: This meeting will aim to analyse the overall project achievements and decide upon the final fine-tuning of the project results, based on the results of the consultation and evaluation activities.

3-day program: The 1st day

- an overall review of the project
- Evaluation of activities and presentation of results
- The communication and dissemination of the project results -achievements, quality planning for multiplier events

The 2nd day -evaluation of PPRs -assessment of the whole project's results, questionnaire, curriculum and social media

- the sustainability issues and the continuation of work for the project also after the end of EU Cofinancing through the Erasmus + Programme

The 3rd day -Final report requirements -preparation for the final report.

- The finalization of the project
- Requests and suggestions -Certificate ceremony.

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Project Management

We consider solid and professional project management to be crucial for the success of the project as well as the quality of the project results. Though the main responsibility for management lies in the hands of the coordinating organisation it involves the entire partnership. Frameworks, tools and procedures will be presented and discussed at The first TPM and revised continuously. The project budget in the application form is planned under the Erasmus+ program's official guidelines. There will be a financial budget team of each organization to report financial issues to the main Project coordinator at intervals (every three months) throughout the project. All expenses and invoices related to the project will be under the responsibility of this team which will also assume the task of transferring information to the main coordinator regarding these expenses and invoices. In addition, all local coordinators create an excel table for their own expenditures and inform the main coordinator on a monthly basis and the main coordinator will draw up a financial payment schedule in excel based on all this information. Thus, the financial management of the project will be able to be monitored and carried out regularly under the leadership of the main coordinator properly and accurately. The financial responsible collect all documents and send them scanned to the accountant of the coordinating institution within a month after the budgeted event. The money for LTTs will be allocated by each partner to the participants and, if the partner prefers an accompanying person to manage the money for the participant students, the appointed person will need to have receipts and invoices for all expenses. Besides these, all participants need to have a certificate of attendance which will also constitute a piece of the financial evidence for the project. These proofs will be stored in the financial portfolio of each partner under the specific type of activity. Each

partner will be paid by their national agency in accordance with the applicable legislation. These payments will be made in accordance with the activities and plans determined and defined within the project. The progress of the project and delivery dates will be monitored regularly through online meetings to be held every three months, and the execution of a legal, regular project in accordance with the European National Legislation will be ensured by the main coordinator and all local coordinators.

TIME MANAGEMENT:

We have planned the activity durations and their due dates according to the Work Plan. Each Project Manager is responsible for the timely execution of his/her Work Packages. We also tried to add slack time to each activity considering possible delays. The Project Manager should distribute the tasks to the proper individuals and control them. The Project Manager will report to the Project Board if any task has not been finalized in the planned time and if the slack time is also expired. The Project Manager should also propose a mitigation plan to handle any delays at the beginning of the work plan to the Project Board. The Project Manager will prepare a monthly progressive report showing the actual state of the activities in the Work Package. The coordinator will upload the final action plan, with responsible partners and deadlines after each meeting, on Google Drive. Also in Google Drive, in the same collaborative sheet, partners will mark each activity as completed once they finish it. In this way, the coordinator will have a clear picture of whether the partners have performed their duties on time. PB will decide if any Work Package could be extended considering the relationship among Work Packages in the project. Project Board is responsible to approve any extensions suggested by the Project Managers. Project Board is also responsible for controlling the milestones of the projects. Project Board will monitor the Work Packages by inspecting monthly progressive reports submitted by all the Project Managers

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Tasks and responsibilities of each partner organisation in the project.

Project coordinator(Portugal): Progress, quality and achievement of project activities will be monitored by coordinators. A budget responsible coordinator will measure and evaluate the quality of the project products, to assure that the project budget and activities are in line with the original plan. Manage the Google drive where all documents will be stored Manage timetable: planning(mobilities, project weeks),(Adobe connect, meetings, deadlines(evaluation, dissemination)Create a general report based on the various evaluations of the partner countries as described in the follow-up Dissemination at European level by sharing results of the project through Epost,eTwinning, School Education Gateway. Education Gateway.

Project team's partner tasks : complete the template documents assigned by the coordinator and meet the deadlines comply with the cooperation and communication strategy created by the coordinator comply with the deadlines negotiated by all partners organize the assigned transnational event and are in charge of the meeting evaluation-initial and final questionnaires, feedback forms, interviews, testimonials, and workshop materials report to the coordinator whenever a risk arises so that a common decision can be made and solutions are found disseminate the project results in accordance with the dissemination plan agreed upon and included in the application form identify new target groups for the dissemination of project results contribute to the completion of the intermediary and final reports apply and interpret initial and final questionnaires

Budget managing: Development of the LLT's in the home country. Course sheets will be developed and accessible via a website. Evaluation of all LTT Evaluation of the objectives as described in the follow-up Dissemination within the own school, the school community, the local school network and

various educational communicators Posting regularly on Facebook Specific duties were also negotiated as follows:

TURKEY(Nevsehir)organisesC2, and it will use School Education Gateway to support the implementation of the project, and it sustains Google calendar.DVD of the project.

CAPADOX organisesC3.It is responsible for satisfaction surveys /questionnaires and being responsible for monitoring and evaluating reports, as well as collecting reports from each school partner after meetings to sustain satisfaction surveys/questionnaires and manage the elaboration of the initial and final questionnaires which will be filled in every school after the approval of the project. This will serve the purpose of measuring the overall impact of the project.

TURKEY(Afyon)organises C4 and will manage and control the eTwinning Project account, Twinspace. It will manage Facebook for dissemination and prepares the project logo, Classifying Risks, Risk Response Plans, and Qualitative/Quantitative Risk Analysis will be prepared by this partner.

FINLAND organisesC5, it will create a Project Digital Book which includes all the activities of each partner country and the evaluations of the project. An environmental guide for schools: An environmental guide that will consist of Innovative ways and approaches to fight climate change.

ROMANIA organises C1 will manage, and It is responsible for creating the project website, coordinating Climate e-magazine to be prepared by the students. It will contain materials related to students` work during the project POLAND will organize the 2nd TPM. It will be in charge of monitoring the Impact and Sustainability Plan of the project, ensuring that the successful learning experiences developed, and all the knowledge acquired along the

project will be collected, use and remain available after the project's end. All the visual materials will be shown on Twinspace and the eTwinning platform. Partners will also plan Transnational Project Meetings. National conferences representing multiplier events will have special requirements. Each partner will be responsible for planning and delivering the Multiplier Events to be held in their country.

Project activities monitorized - qualitative and quantitative indicators

The project will include –as a part of Project Management activities - a series of activities dedicated to Monitoring, Evaluation as well as Quality Assurance (QA) to monitor all project activities and results, and evaluate them against project objectives. The partnership will carry out quality control by monitoring and evaluating project activities, processes and products throughout implementation (activities and outputs, milestones, events, overall project management and proactive participation) and all partners will be involved. The evaluation of the Partnership's progress and impact will be achieved by means of the quantity indicators with evidence of the following instruments:

- 1) Questionnaires - initial and final to understand students' improvement in digital skills, knowledge and experience about partner countries, languages, culture, education and work opportunities, and others.
- 2) Evaluation forms - for all involved (students, staff, others) during the project meetings. Evaluation of target groups
 - evaluation reports (each partner, after each LTTA)
 - feedback forms applied by the hosts of the exchanges
- 3) Observation - of the behaviour and the activities of students during the project.

-minimum creative products delivered by students during the exchanges

4) Partners analysis - the evaluation will also be through the exchange of results with partners so that partners also analyse the other partners' work and provide their opinion about it.

5) Groups discussions - between students and teachers for comparing the planned objectives and the results of the activities for reviewing the following objectives and activities. The project meetings will provide an opportunity to discuss progress and address issues that may arise.

6) Presentations - of the project activities during project meetings and dissemination activities.

7) 2 Production of Project Results

8) Dissemination events

- number of common project platforms and websites

- number of participants attending dissemination events

- number of feedback forms completed by participants in dissemination events

- number of likes and comments on the project platforms

- number of followers/visitors

- number of participants in multiplier event

- the number of the brochures,

- the frequency of downloading all published materials which are the results of the project,

- the number of the news on local and national media,

- the number of the visitors, followers and participants on the twin space of our project on the eTwinning portal, the blog, the project website, the YouTube channel, the Facebook page,

Lastly, the quality of dissemination will be measured by analysing the feedback obtained from participants through questionnaires, comments and likes, whether they consider that each event has reached its dissemination objectives, and whether the audience expresses interest in the project materials and are keen to use them in their current activity. Also, the number and variety of channels of communication used in dissemination will give us an insight into the qualitative level of this activity.

Involved staff, as well as the timing and frequency of the monitoring activities.

To foster synergies among partners, the progress, quality and success of project activities were created by local executive committees and a transnational executive committee. The progress of the project activities will be monitored by the project manager of each institution locally. Every three months all partner schools will make analyzes to follow the feedback on tasks, progresses, quality, gains and evaluation steps of the Project activities. Post-LLT evaluation reports will be presented to the main coordinator through online meetings that are planned to be held after each LTTs. As the result of these meetings, if deemed necessary extra analyzes will be made to confirm everything is properly related to time table and planned activities. All project participants-pupils and teachers will prepare portfolios and diaries of the project activities during the flows to observe the tasks and for individual progress and assessments. A list will be prepared to check whether the preliminary preparations, the materials required for the flows are provided and whether the tasks have been completed on time. Before and after each flow, this checklist will be controlled by the local coordinators and teams. All

proper outcomes of the activities will be shared on school Websites, Project Websites, eTwinning platforms, Project Facebook Page and Science Education Platforms simultaneously and updated regularly every month by all local coordinators. The main coordinator is responsible for informing and reminding participants to fulfil their duties as they should be and on time. There will be deadlines for tasks and preparations and they will also be controlled with a checklist by the main coordinator. It will be much easier and more accurate to check whether the goals have been achieved, as the project work and evaluation will be done in parts. The Etwinning Platform will be the most important mediator in monitoring the project's progress, quality and achievements. It will provide important support for the observation, editing and rehearsal of the tasks. All activity videos, photos, forums, documents, outputs, and materials created by pupils will be published monthly by all partner schools on the Twinspace page of the Project. There will also be monthly online meetings on Twinspace to follow the coordinated work between partners and exchange ideas; in this way, possible differences of opinion and conflict situations will be prevented easily. While creating all project teams on the basis of countries, the planning and timelines of the project will be shared with these team members and it will not be a confusing situation in terms of individual responsibilities for all individual participants as well. Aims of the evaluation: to measure the quality of the project, to find out which objectives were achieved, to show the strong and the weak points, to identify the obstacles, to make the project more visible, to evaluate the impact of the project on students, teachers and partners schools. At the end of each year, partners will complete monitoring reports sent out by the coordinator, to check whether the activities were done in accordance with the

standards of quality as well. These reports will contain details about the activities, number of people involved, impact on the target groups and other quality indicators

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Plans for handling risks

The project and partners will work to reduce risks to the minimum through collaboration, clear communication and a shared understanding of each other's roles and responsibilities. We will use 4 basic elements to manage the risks of the Project:

Identifying risks

Risk assessment

Risk response development

Monitoring and controlling risks The coordinator identified potential risks using in-group brainstorming and grouped them: timing risk, cost risk, technical risk, operational risk, and unpredictable risks. The identified risks were analyzed by the coordinator school. Following the analysis, solutions were developed against potential risks and a risk plan was created. The coordinator will check and update the risk plan at the beginning of the project and every two months. In solving possible risks, The risk will be defined, possible solutions will be listed according to the risk plan, the opinions of the project managers will be taken, and finally, The most effective solution will be decided to eliminate the existing risk or possible risk. TURKEY(Afyon) will help the Coordinator with risk

Risk prevention plan:

-There will be financial budget teams for each partner country and all invoices and payments related to the project will be sent via emails or online meetings to the main coordinator regularly (monthly or quarterly) by this team.

- All partner schools will form the management team, budget team, execution team, dissemination team, the assessment team and risk team, so when an unexpected risk is seen in every situation, a solution will be reached quickly thanks to these teams.
- Each contact person should keep all communication channels open and frequently check to avoid delays.
- Language barrier we will motivate participants of mobilities to study English.
- Members of the project teams will sign an in-house contract at the beginning of the project to prevent potential risks and unwanted behaviour. This contract includes duties, responsibilities and ethical rules from the beginning of the project to sustainable activities. If a member leaves the project, one of the substitute participants will be included as soon as possible and will be informed about the project.
- If the project outputs are not delivered on time, the coordinator sends reminders respectively, extends the delivery date, informs the legal representative of the institution and sends an official letter to the partner's national agency.
- Each institution should hold a progress and evaluation meeting once a month in order to complete the project on time.
- The host institution must send the program and invitation letter to the partners 2 months before the mobility for permits and preparations. Partners must apply for official permission(visa, travel permit, passport ...)on time. Participants must take out comprehensive health insurance against health, accident, or lost items before travelling.
- Each institution will include an ICT teacher or technical staff to avoid technological risks.

-Institutions should evaluate different alternatives in order to buy economical tickets. Documents such as tickets and invoices should be kept to use later and for reporting.

-For sustainability, the number of participants participating in local project activities should be increased to compensate for the decrease in the number of participants after the end of the project.

-The host institution should inform partners clearly about security issues and provide adequate information on measures such as contact details, what to do in an emergency, weather, safe travel, and accommodation facilities.

-The host partner should inform the partners about accommodation options, transfer, security, emergency phones, etc. two months ago and should help if necessary

-The host institution will not include activities that will endanger the safety of the participants in the program. All participants will be instructed in the pre-exchange preparation modules about the rules of hygiene, and rules of travelling to a certain destination.

Implementation

The most important priorities and conditions necessary for the project to achieve the targeted objectives were planned with preliminary interviews among all partners and listed as follows.

1) All partners will form a project team capable of working actively; work and task sharing will be done among these members at the start of the project. These teams are the management team, budget team, execution team, dissemination team, assessment team and risk team.

2)Continuous communication, which will ensure coordinated work between the partners, will be provided through various online meeting platforms, WhatsApp groups, e-mails, twin space etc., so smooth progress of the project will be ensured.

3)Seminars(online or face to face)will be planned by experienced local experts, especially on prototype meteorology station development and how to use Arduino tools

4)After each mobility, meetings will be held to evaluate the excavations of the workshops of the flows by local coordinators and partners.

5)The etwinning platform will be used continuously for planning and organizing project work, sharing responsibilities, holding continuous meetings, clarifying and implementing the deadlines of tasks and the rehearsals of workshops.

6)All partners will complete the work expected of them in full and on time and will support each other by constantly exchanging ideas.

7)The innovations and techniques observed during the mobilities are integrated into the stages of the project.

8) Professional training, support and experience in the field of prototype meteorology station development and Arduino tools will be given and shared by specialist academicians.

9) All partner schools' ICT teachers will give the necessary information and support the usage of Arduino tools and a prototype meteorology station through software programs to all participants(direct or indirect).

10)In the mobilities during workshops students will be in the centre of the tasks and will develop their climate awareness and integrate the use of Arduino tools in their learning processes.

11)ICT laboratory will be made ready for use before LTTs, and digital climate classrooms will be created and developed in terms of both materials and technology during the entire project process

12)Acquisition and evaluation processes of all workshops will be done through meetings after the mobilities.

13)All the project activities, results and intellectual outputs will be shared at local, national, and international European levels.

14)Project Website, Facebook Page, and newsletters will be used actively and continuously by all partners.

15)Partner countries will improve intercultural communication, and have a chance to take the steps of internationalization, Europeanism, and cross-cultural integration, and will be a great opportunity for all participants to understand each other without prejudices as a part of a team together.

16)All workshop activities, results, intellectual outputs, questionnaires results, photos, and videos will be shared on the project etwinning page, all schools' official websites, the official website of the project, the platform of Erasmus+, and schools' project corners, Science Education Platforms and School Education Gateway.

17)Arduino tools application development, integrating use into education esp for bringing climate awareness development and learning process to a different dimension which are the main objectives of the project will raise the awareness of pupils, teachers and all participants on innovations plus climate awareness for their future point of view.

18)All participants will also improve their ICT and Arduino tools skills besides climate awareness skills

19)The products, output and experiences obtained in the project are not only for the active participants but also for all participants, families,staff, management team, all other school students, surrounding communities, organizations and all stakeholders will be good examples of the necessity and applicability of the digitalization

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Communication and cooperation with partners

Communication among partners: For the communication among the partners a Whatsapp group was already created and used during the preparation of the project proposal. We will continue using this Whatsapp group for communication after the project begins. Besides a Whatsapp group, we decided to use Google Drive in order to share and archive the documents among the project partners. We will initiate online web conferences to keep in touch with all partners for the project updates as well. Moreover, as given in the Transnational Project Meetings Summary we will organize several activities where partners can come together. We planned 5 transnational project meetings (LLT) and 3 TPM to discuss and finalize the Work Packages (WPs) face-to-face. Cooperation among partners: At the Starting up and Initiating stages of the project, we have already discussed the partners' expectations and goals for that project. We set up well-defined common goals. We have identified all the necessary activities and responsibilities for achieving these goals. In order to create structured cooperation, we developed a modular work plan explained in the management section. According to the plan, Work Packages (WP) will generate one of the Intellectual Outputs which are the main goals of the project. We have already distributed these WPs to the partners. The Project Manager (PM) of the WPs will be named after the project is granted. The PMS will be responsible to the

Project Board (PB) to accomplish the tasks in the WP as the due dates are determined in the plan. While the coordinator country leads each WP, the other partners will involve the WP by applying for peer reviews, attending workshops and teaching/training activities. Thus, each WP will be accomplished by all three partners' efforts and cooperation. During each WP, there are a number of reports need to be generated and reviewed as well. All these activities will require good communication among the partners to bring better cooperation. PM will control all the necessary communication and cooperation means. Project Board will be responsible to oversee all these communication and cooperation activities closely as well. As all partners of the proposed project, we have established a form of communication and they are email and Facebook group pages including its messaging system. Once/if our project is accepted, we also plan to utilize our project website for communication for other formal needs (such as data or reports). For discussions that do not require a face-to-face meeting, we will use Adobe connect meeting video conferencing. Also, we intend to cooperate with our partners and their students via eTwinning, before each transnational event. We will organize an online conference with students and teachers who are going to attend each event in order to help them break the ice and also talk about the topic of the LTTA and the reality in their countries.

eTwinning, School Education Gateway, EPAL or the Erasmus+ Project Results Platform

The eTwinning platform provides an interactive environment where students and teachers from different countries in Europe can share their experiences with others from different schools and exchange ideas. With the start of our project, the etwinning project will be launched. Turkey(Afyon) will prepare the

eTwinning project at the beginning of the project. Twin Space and our project will start simultaneously and will run parallel to each other. In this respect, eTwinning projects help all students and teachers develop themselves in Europe. All activities, practices and activities in our project will be carried out in coordination with the etwinning project and also within the scope of dissemination activity. It will be open to all beneficiaries. With this e- twinning project, we will endeavour to use technology effectively in our lessons. We will improve our students' skills by using English for communication. In addition, these projects are opportunities for our students. In this way, they can become familiar with the lessons and different cultures by interacting with their peers in European countries. In this period, when they communicate with them in English and are surrounded by technology, they will gain an awareness of how digital skills contribute to education. Local activities are based on eTwinning online/on-site events, projects and other workshops. We will try to engage the students with meaningful content and encourage them to be creative, productive and well-organised. The project layouts have routine and regular activities. Thus, we're going to be organised accordingly. We will both collect our activities in a file there and check the other schools' improvements, too. Webinars will be held periodically and students will get the chance to communicate in English. Our students will manage and follow up on the process with the teachers. In order to disseminate the outputs of the project, each institution will establish a new eTwinning project with new partners. With these schools, we will use this platform to share our knowledge and experience using the skills acquired, newly learned digital tools, and e-content to be created. Thus, we will expand our local, national and European outcomes and increase the recognition of

the institutions. Using eTwinning to communicate more efficiently during lessons and workshops, teachers will discover resources for their classroom. On eTwinning we will give details on ways in which partner students bring to workshops different prior knowledge that influences their learning process; their interaction between capacity and experience shapes learning and helps them understand their backgrounds, strengths, limitations, motivations and aspirations. Furthermore, students and teachers involved in the project will use the forum on Twinspace as a way of communication during the entire time of project duration. Occasionally, we will organize videoconferences via the eTwinning platform in the Adobe Connect application and use some of the recommended presentation and digital content creation tools (Canva, Adobe Spark, Prezi, Genially). They will initiate the partner schools in methods of teaching and working with students using Etwinning and the Erasmus Project Results Platform for implementation, and follow-up of this project. The School Education Gateway focuses on European activities for schools, bringing education policy and practice to teachers. The School Education Gateway online portal is public and therefore open to other people interested in education, encouraging collaboration between schools and other organizations. School Education Gateway will be also used as a provider for free online courses and for the teaching materials developed by eTwinning teachers or specialists. On the Erasmus Project Results Platform, we will share the ways our partner teachers monitor children s progress and understanding. And our project results will be shared in the Erasmus Project Results Platform.

Production of Project Results : *CLI SCHOOL LABEL*

Result ID 1

Result Title PPR1

Result Leading Organisation Agrupamento de Escolas do Forte da Casa (E10041225 - Portugal) Result Description (including needs analysis, target groups, elements of innovation, expected impact and transferability potential)

Cli School Label is a portal to share international climate practice examples, encourage colleagues to develop climate awareness skills and evaluate the digital potential of organizations. That's why it's innovative. Our aim is to encourage students to use more Arduino tools, produce creative climate materials, improve the quality of institutions, involve students in a wide international network, and improve and strengthen students' potential. Cli School Label Portal will be in English, but a button that translates to all languages will be added. Students will be able to receive an international label on behalf of the institution according to the scoring scale of the evaluation board after adding the criteria such as digital competencies, the profile of the institutions, the creative materials in the determined subjects, the technological equipment in the institutions, the number of students and teachers... etc. These labels are bronze, silver, gold and platinum labels and are valid for two years. Within two years, they can move to the next label as the product is loaded. They need to reapply after two years to update labels, benefit from new staff, and ensure sustainability. Production of Project Results will be hosted on the internet, the portal can be translated into all languages. Cli School Label network will be shared by all partners through teacher networks, social media accounts and multiplier events. In addition, relevant colleagues who use the portal will share them on the internet they use and encourage others. Therefore it is easy to transfer. Cli School Label shows the digital capacities of institutions, makes them create climate

awareness and increases digital teacher competencies by sharing good practices among colleagues.

Result Type Learning/teaching/training material –

Manual/handbook/guidance material

The leader of Cli School Label will be Finland (NGO). However, since it includes schools at all levels and concerns school management, we will work in coordination with all partner institutions. Work teams will often meet online with the Zoom meeting. Institutions will immediately appoint staff with technological competencies who can use web tools to replace them in case the staff in their work teams leave their duties. In terms of ensuring sustainability, new personnel will be trained by working teams. Each partner school will charge an ICT teacher and a staff skilled at using Arduino tools to work on the Production of Project Results. Finland (NGO) will assign two personnel from the Research and Development department. The lead team will prepare the topics (menu) and a user manual for the Cli School Label portal. The lead team will draft the portal with a software expert and then promote it at an online meeting with other teams. The teams will exchange ideas on the draft portal and identify the missing aspects. The software expert will install the portal. In the second online meeting, the criteria for each of the Cli School quality labels (bronze, silver, gold, platinum) will be determined by brainstorming. The software specialist will introduce the menus of the portal and inform the assigned teams on how to use it as an administrator. The working team of each partner institution will design the certificate. In the third online meeting, which information and materials will be uploaded by the institutions that will use the portal and apply for the Cli School Label, the selection of certificate designs, the application and the evaluation process will

be discussed. Partner institutions will first involve their own institutions in the pilot application and test whether there is a problem in the portal or not. The fourth online meeting will be about the availability and dissemination of the portal's use to colleagues at the international level. All colleagues in the partner institutions will share the link of the portal from their wide network of teachers, social media accounts, telephone and mailing lists. After the dissemination activities, not only the partner institutions, but every institution other than the partner institutions will become a member of the portal to get the Cli School Label and fulfil the requirements. One member from each team for Production of Project Results will check the application page every 15 days, and evaluate it according to the scoring chart if there is any waiting for the Cli School Label. According to the total score on the scoring scale of the 5 partner institutions, the applicant institution (if necessities are completed) will be given a bronze, silver, gold or platinum label. Labels will be uploaded to the system, will be downloadable, and the applicant will be informed by e-mail. The working groups will prepare an evaluation report on the Production of Project Resultsevery 6 months and share the report with staff in the partnership through Google drive. In addition, the report of this study at the end of the first year will be delivered to local and national policymakers.

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Interactive Resource , Database , Website

Project Results Details (2)

Result ID 2

Result Title PPR1

Result Leading Organisation Niepubliczna Szkoła Podstawowa "Klasyk" w Pulawach (E10167523 - Poland)

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Database , Interactive Resource , Website

Project Results Details (3)

Result ID 3

Result Title PPR1

Result Leading Organisation Polygonal North oy (E10272508 - Finland)

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Website , Database , Interactive Resource

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Result ID 4

Result Title PPR1

Result Leading Organisation Özel Nevşehir Bahçeşehir Ortaokulu (E10267387 - Turkey)

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Database , Interactive Resource , Website

Result ID 5

Result Title PPR1

Result Leading Organisation EMIRDAG MESLEKI VE TEKNİK ANADOLU LİSESİ
(E10145792 –Turkey)

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Database , Interactive Resource , Website

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Result ID 6

Result Title PPR1

Result Leading Organisation CAPADOX

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Database , Interactive Resource , Website

Result ID 7

Result Title PPR1

Result Leading Organisation SCOALA GIMNAZIALA, COMUNA PUCHENII MARI
(E10244444 - Romania)

Result Production Start Date (dd-mm-yyyy) 01-09-2023

Result Production End Date (dd-mm-yyyy) 15-09-2023

Result Languages English

Result Media Internet , Database , Interactive Resource , Website

Project Results Details (8) THE ARDUINO TOOLS

Result ID 8

Result Title PPR2

*Result Leading Organisation Agrupamento de Escolas do Forte da Casa
(E10041225 - Portugal)*

The Arduino tools will be used in this project as a control device chosen to record and process environmental parameters due to the diversity of compatible sensors and versatility. A prototype meteorology station with measuring devices will be done to calibrate and establish the measurement patterns required by the station. In this way, the objective is to build a low-cost weather station that can be used in different climate conditions, and It is to raise climate awareness among students. The Arduino tools are a super fun way to engage students and incorporate technology into your classroom. The question is not only about which technology to use for effective Digital education but more importantly whether our digital practices as implementers of this technology in education are theoretically grounded within sound pedagogical foundations. We will use a lot of Arduino tools in both projects and in the classroom but our students aren't experienced enough to use them so we will create a Digi meteorology user manual to help students learn and climate practices. The target group of this study is teachers, educators, primary school, middle school and high school students. The innovative aspect of the study is to combine technology with creativity and the transfer of designed resources with innovative and appropriate technologies. Also, after students are trained in the technology course, they will also produce interactive materials. Thus, partner institutions and others will acquire digital skills on a European scale, have high-quality resources that are more effective, always accessible, reproducible, innovative and creative, increase students' motivation and minimize their lacks. The language of the book is English, and This book will be a guide for the teachers both in the

Project and other teachers around Europe thanks to dissemination. The innovative aspect of the study is to combine technology with creativity and the transfer of designed resources with innovative and appropriate technologies. Also, after students are trained in the technology course, they will also produce interactive materials. Thus, partner institutions and others will acquire digital skills on a European scale, have high-quality resources that are more effective, always accessible, reproducible, innovative and creative, increase students' climate awareness and minimize their lacks. Belgium (NGO) will be responsible for this output.

Result Type Learning/teaching / training material – Manual/handbook / guidance material

Turkey is the leader in the Production of Project results and will guide other partners.

- Each institution will appoint staff with a high level of English language skills to work on the output.

- The lead partner will prepare the work plan and determine the methodology to be applied for this Production of Project Result.

- The teams that will work on this output will meet online once every 15 days until the output is complete, discuss the current situation and next steps, and present new ideas for the quality of the output.

- Tools will be listed by the Turkish (Nevşehir) school.

- Turkish (Nevşehir) school will write how the teacher will use Digi meteorology user manual and send other partners to translate in their languages

- Partners will send their translations

- Finland will collect all the information and create a Digi meteorology user manual

-When the output is complete, it will be tested, and the feedback of colleagues in the institutions will be evaluated, if there are deficiencies, it will be determined and corrected.

-After the control phase, the final version will be disseminated and promoted by partner institutions

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media Internet , DVD , Database , Website , Book , Text

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Project Results Details (9)

Result ID 9

Result Title PPR2

Result Leading Organisation Niepubliczna Szkoła Podstawowa "Klasyk" w Pulawach (E10167523 - Poland)

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media

Result ID 10

Result Title PPR2

Result Leading Organisation Polygonal North oy (E10272508 -Finland)

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media

Result ID 11

Result Title PPR2

Result Leading Organisation Özel Nevşehir Bahçeşehir Ortaokulu (E10267387 - Turkey)

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media Internet , DVD , Database , Website , Book , Text

Result ID 12

Result Title PPR2

Result Leading Organisation EMIRDAG MESLEKI VE TEKNİK ANADOLU LİSESİ (E10145792 - Turkey)

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media Internet , DVD , Database , Text , Book , Website

Result ID 13

Result Title PPR2

Result Leading Organisation CAPADOX

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media Internet , DVD , Website , Text , Book , Database

Result ID 14

Result Title PPR2

Result Leading Organisation SCOALA GIMNAZIALA, COMUNA PUCHENII MARI
(E10244444 - Romania)

Result Production Start Date (dd-mm-yyyy) 01-10-2023

Result Production End Date (dd-mm-yyyy) 15-10-2023

Result Languages English

Result Media Internet , DVD , Database , Website , Book , Text

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Multiplier Events Details

Event ID 1

Event Title ME1

Event Leading

Organisation Agrupamento de Escolas do Forte da Casa (E10041225 - Portugal) Country of Venue Portugal

Energy and climate expert and a computer expert will offer a conference from the University of Lisbon to all participants, teachers and all staff teachers on introducing what Cli School Label is, and how can be used technically. The national conference will take part at the end of the project and will serve as a multiplier, dissemination and sustainability event. The most important function of the national conference though will be the presentation of the project results. Energy and climate expert and computer expert will offer a conference to all participants, teachers and all staff teachers on introducing what Cli School Label is, and how it can be used technically. This conference will last three days. Energy and climate expert will be promoting the content of Cli School Label and explaining how to get Cli School Label The computer expert will inform the participants about the Cli School Label production and its use. Participants will get more information on the practical usage of this Cli School Label and become more experienced in transferring their new

knowledge to the pupils for the next steps of Production of Project Result workshops and tasks. All participant pupils, teachers, parents, host school staff and pupils will observe the usage of Cli School Label and integration of this usage into the learning and teaching atmosphere with the help of a computer expert and Energy and climate expert The aims of the multiplier event have been: to spread the results improving the project international breath to involve local decision-makers and the stakeholder network of each partner country. to share Production of Project Result to explore new cooperation fields among the participants. The event will aim to raise the visibility of the project furthermore to boost other stakeholders, schools, the local community, university professional staff and the university students and regional authorities. Production of Project Result will be presented to all participants and we believe that this event will have multiplier effects on the participants. These events will also be an opportunity to increase awareness of the project and the expected outputs, therefore significantly contributing to increasing the impact of the project. Feedback questionnaires will be available for the participants to fill in and evaluate the events. In addition, 20 people will attend the virtual conference, and relevant social media platforms(Adapte Connect) making it available to participants at the partnering institutions. The conference will also be recorded and made available to watch by anyone. After the main event of showcasing the results, there will be an opportunity to interact with the audience in a networking event.

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results in Details (1)

Multiplier Events Details

Event ID 2

Event Title ME1

Event Leading

Organisation EMIRDAG MESLEKI VE TEKNİK ANADOLU LİSESİ (E10145792 - Turkey)

Country of Venue Turkey

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results Details (2)

Multiplier Events Details

Event ID 3

Event Title ME1

Event Leading

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results Details (3)

**Organisation Niepubliczna Szkoła Podstawowa "Klasyk" w Pulawach
(E10167523 - Poland)**

Country of Venue Poland

Event ID 4

Event Title ME1

Event Leading

Organisation Özel Nevşehir Bahçeşehir Ortaokulu (E10267387 - Turkey)

Country of Venue Turkey

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results Details (4)

Multiplier Events Details

Event ID 5

Event Title ME1

Event Leading

Organisation Polygonal North oy (E10272508 - Finland)

Country of Venue Finland

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results Details (5)

Multiplier Events Details

Event ID 6

Event Title ME1

Event Leading

Organisation SCOALA GIMNAZIALA, COMUNA PUCHENII MARI (E10244444 - Romania)

Country of Venue Romania

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results Details (6)

Multiplier Events Details

Event ID 7

Event Title ME1

Event Leading

Organisation Voices of the CAPADOX

Country of Venue Belgium

Event Start Date

(dd-mm-yyyy) 2023-09-24

Event End Date

(dd-mm-yyyy) 2023-09-26

Project Results

Covered Project Results Details (7)

Multiplier Events Details *DIGI METEOROLOGY*

Event ID 8

Event Title ME2

Event Leading

Organisation Agrupamento de Escolas do Forte da Casa (E10041225 - Portugal)

Country of Venue Portugal

An energy and climate expert and a computer expert will offer a conference from the University of Lisbon to all participants, teachers and all staff teachers on introducing what the Digi meteorology user manual is, and how can be used technically. A final conference at the end of the project will gather energy and climate expert and computer experts so as to submit all the project results to the extensive groups, furthermore to interchange practices and experiences with other organizations in which to introduce the Digi meteorology user manual. An energy and climate expert and a computer expert will offer a conference to all participants, teachers and all staff teachers on introducing what the Digi meteorology user manual is, and how it can be used technically. This conference will last three days. Energy and climate expert will be promoting the content of the Digi meteorology user manual and explaining how to get the Digi meteorology user manual The computer expert will inform the participants about the Digi meteorology user manual and its use. Participants will get more information on the practical usage of this Digi meteorology user manual and become more experienced in transferring their new knowledge to the pupils for the next steps of Production of Project Result workshops and tasks. All participant pupils, teachers, parents, host school staff and pupils will observe the usage of the Digi meteorology user manual and integration this usage into the learning and

teaching atmosphere with the help of a computer expert and energy and climate expert. The objective of the multiplier is to spread awareness and stimulate a discussion about the exploitation of results as well as how project results can be further developed. Discussions will also produce input that can be fed into the revision and evaluation of the profile and curriculum. Target groups include potential learners, i.e. youth guidance professionals across EU member states, educational institutions that could become involved in the integration of the curriculum in national settings, including national adaptations, and policy level participants from local, national and international levels, working with the implementation of multi-professional guidance and integrated service delivery for youth. In addition, 20 people will attend the virtual conference, and relevant social media platforms (Adapte Connect) making it available to participants at the partnering institutions. The conference will also be recorded and made available to watch by anyone. After the main event of showcasing the results, there will be an opportunity to interact with the audience in a networking event.

Multiplier Events Details

Event ID 9

Event Title ME2

Event Leading

Organisation EMIRDAG MESLEKI VE TEKNİK ANADOLU LİSESİ (E10145792 - Turkey) Country of Venue Turkey

Event Start Date (dd-mm-yyyy) 2023-10-29

Event End Date (dd-mm-yyyy) 2023-10-31

Project Results

Covered Project Results Details (9)

Learning, Teaching, Training Activities

Background Information

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

All the participants will be selected objectively with questionnaires prepared by administrative staff and local coordinators of schools to evaluate the background experiences, environmental and climate awareness, and necessary qualities of digital, language, and communication skills of teachers and pupils for the planned project tasks.

Selection Criteria of participants:

Partners will;

- ensure their readiness regarding the web tools.
- be obliged to ensure that local activities are properly carried out.
- increase their skills and effectiveness before the flows with a meeting experienced teacher.
- have full health-travel insurance for its participants.
- apply Placement Tests and supportive speaking courses to students since they'll have to use English actively during the flows,
- make preparations before the mobilities to prevent its participants from experiencing culture shock, and will learn about the country's culture, national-spiritual values, social structure, economy, population and history.
- take required security measures by organizing meetings to give the rules to be followed in the countries where they will go before the flow, in order to minimize the possible risks that may be encountered during the flow.
- inform the parents who send their children to the flows and host the students of other partner countries about activities, trips, number of

participants, health conditions such as allergies, eating habits, pets, special situations, etc. and take precautions for possible risks. With the acceptance of the project, schools will establish Participant Election Commissions and make elections with the following criteria:

Criteria of Accompanying Teachers ;

- Executing an eTwinning project actively
- Having any training of Erasmus+ projects
- Level of English Language (A2 or upper)
- Having experience in national projects
- Motivation for this project (why she/he wants to join)
- Attendance at least 1 international, national or local seminar, workshop or training on tech

Student Election Criteria:

Students need to participate e-Twinning events, local events of this project, webinars and online meetings. Before the mobilities, students will be chosen by the commissions according to their - participation in these activities.

- having a disadvantageous situation
- regular school attendance

Preparation and Safety of the Participants:

Each country already has set up procedures that meet both the national needs in official work as well as international work.

Recognition or validation of the learning

In recognition and validation of the learning outcomes, we will make use of the European instrument Europass which will attest to the acquired knowledge, skills and competencies of participants. We wish to progressively

gain skills and upgrade our ability to embody new technologies in a smart way in our teaching practice. Especially as far as concerns the educators' transnational meetings, short-term joint staff training events, and blended mobility of learners we intend to certify the gained skills in a highly validated way, awarding official certifications in accordance to National Agencies. The gained skills will be oriented in the fields of new pedagogical techniques, Web 2 tools, Introduction of new technologies in education, educational scenarios (short and long term), educational objects, e-learning, flexible teaching ways, mobile learning and open educational resources and language tools. The arrangements for recognition or validation of the learning outcomes of the participants in Learning, Teaching or Training activities will be as follows. All partner schools who attend an event apply to obtain Europass numbers for each participant. They then create the Europass contents in agreement with the host. After evaluation of participants, the Euro passes are printed and signed by the hosting organisation and validated by the mentor in the sending institution upon return. Then they will be handed to the participants. Other instruments of recognition can be applied by each partner, depending on the system of validation in each national system.

LTT ID C1

Activity Title C-1 ROMANIA

Purpose:

This LLT meeting will explore the basic science behind climate change and presents the tools to teach it in a positive, engaging and participatory way. The aim is to assist students in the launch of climate change education and actions to mitigate and adapt to climate change in the student's school community.

DAY 1

- Welcoming to the school, presentation, guided tour
- The introductory meeting, explanation of practical arrangements, presentation of the timetable, group ice-breaking activities

A general presentation on the part of an energy and climate expert about the situation of climate change and climate change education in Romania. Participation in an inclusive meeting with students with climate change content. Climate change workshops and students' microactivism samples. Presentation on the part of Romanian teachers on the best innovative teaching practices to raise awareness about climate change for students.

DAY 2:

Our climate is changing Introduction to climate change, including what it is, the difference between climate and weather and causes of the greenhouse effect. Presentation of the use of images and newspapers in-class activities. Energy and the climate change Introduction to the energy cycle, the different types of energies and the existing renewable and nonrenewable sources of energy. Presentation of the use of comics and the school's space to support learning.

DAY :3

Water and the climate change Introduction to the importance of water to our lives and the main Activity Description (including a profile of participants per organisation, goals and results of the activity) consequences of climate change on the water cycle. Presentation of the use of offline games and videos in-class activities. Soil and the climate change Introduction to the different types of farming practices, It is social, economic and environmental impact and the effect of climate change on food availability and quality. Presentation of the use of experiments and debates in-class activities.

- Competition "How green are you?"

Increasing students' awareness of the consequences of their actions

DAY 4:

Climate change stories:

Learners will learn that climate change is already having an impact on people around the world. They will recognise that the impacts of climate change will be felt more by those who are poorest and ironically the least responsible. Finally, they will use role-play to empathise with some people whose livelihoods are being threatened by climate change.

Climate change impacts:

Learners will investigate what is being affected by climate change. They will then use a 'consequence wheel' to think critically about some of the potential impacts of climate change on people and our planet.

DAY 5:

Taking action against climate change:

Learners will explore and discuss different actions which could be taken against climate change. Learners will then identify possible actions which they could take as a school and rank these according to their relative ease and impact. Finally, learners will work in a group to plan their action against climate change.

- Certificate ceremony
- Departure from the institution

The expected results of the activities:

- To comprehend better the approach and possible difficulties suffered by teachers and students when addressing climate change
- To interact with relevant local entities who work on sustainability and climate change implementation.
- develop learners' awareness of and empathy for people and communities affected by climate change.
- gain better awareness of climate change and possible solutions to have a cleaner environment and planet.

Country of Venue Romania

Start period 2022-04

End period 2022-04

Duration (days) 5

Activity Details (C-2 TURKEY2 NEVŞEHİR)

Objective: It is expected that some global and regional effects of global climate change will emerge. Global climate change will have significant impacts on agriculture, forest and vegetation, clean water resources, sea level, energy, human health and biodiversity. However, it seems inevitable

that global climate change will have some knock-on effects on social and economic life. For this reason, it is aimed to raise awareness in students about the effects of "global climate change" on biological diversity and humans, for the sake of achieving their own individual goals. The workshop will be held in 2 modules. Module 1: The effects of global warming on biodiversity. In the most recent WWF Living Planet Report, it was concluded that the world is experiencing a rapid and notable decline in biodiversity. Therefore, in the first module, it will be emphasized how climate change due to anthropogenic activities affects the dynamic components of biological diversity in terms of species and habitats. Module 2 will reveal the effects of global climate change on people and their activities. The aim of this module is to raise awareness about the negative effects of extreme climatic events and natural disasters caused by global climate change on agriculture and forest, energy needs, human health and life. A lecturer from The University of Nevşehir will provide training on the Potential Effects of Global Warming.

The LTT program is as follows:

1st DAY:

- Welcoming Ceremony

- Module 1- Studies on Biological Diversity (effects on animal, plant species and microorganisms)

2nd DAY:

Municipality visit with students. Information will be obtained from the municipality on which supranational local government networks related to climate change they are a member of and what activities they carry out in this context.

3rd DAY:

- Module 2- Studies on people and their effects on their activities (Agriculture, Health, Energy Need and Meteorological disasters)

4th DAY:

- Making a school policy for global warming and climate change and incorporation of meteorology into school disaster management processes

5th DAY:

Orienteering event with the slogan "MEETING WITH NATURE WILL BE GOOD TO ALL" will be held in teams with all partner schools. The main feature of this sport is that it continuously enables the student to interpret the information in his hand. It is aimed to develop his / her interpretation skills, especially by adapting it from the map to the terrain.

Certificate ceremony

Leaving school

Activity Description (including a profile of participants per organisation, goals and results of the activity)

Result:

At the end of these LTT will raise awareness of the fact that the the atmosphere and meteorological events affect every country and everyone, regardless of geographical or political boundaries. In particular, technological developments and innovations, a number of tools in the field of meteorology enable a safer and more developed living environment to be created. Thanks to this LTT, the participants will realize the importance and necessity of the meteorology station in reducing the effects of meteorological disasters. Meteorological parameters to be measured at the station will be determined

Country of Venue Turkey

Start period 2022-06

End period 2022-06

Duration (days) 5

LTT ID C3

Activity Title C-3 CAPADOX

Purpose:

It will provide educators with the knowledge and skills necessary to initiate programmes using Arduino, make basic connections and wiring on a typical

breadboard, and write programmes using the Arduino IDE and some other block-based programming platforms. An expert in Portugal will give Arduino training to the participants.

The LTT program is as follows:

The first day:

- Welcoming to the school, presentation, guided tour The introductory meeting, explanation of practical arrangements, presentation of the timetable, group ice-breaking activities

- Module 1: Arduino Starter (Hardware parts of Arduino)

1. In the module, training will be given on reverse current protection, choosing of led or display usage, teaching control commands such as if, while using a button, analogue input and Bluetooth usage. Teachers will be able to write and try many programs without the need for electrical connections.

The second day :

- Module 2: Electronics with Arduino (Arduino circuit elements and installation)

3. They will develop a program using the ARDUINO programming language with the module. By setting up the ARDUINO IDE development environment. They will be able to program in the ARDUINO IDE development environment.

The third day :

Module 3: Arduino programming language (software part of Arduino) They will develop a program using the ARDUINO programming language with the module. By setting up the ARDUINO IDE development environment. They will be able to program in the ARDUINO IDE development environment.

The fourth day :

- Module 4 - Arduino sensors

4. Teachers with the module; clock, stopwatch, 0 - 9999 forward-back counter, thermometer, demometer, pressure meter, distance meter applications will be performed easily. In all sensor applications, distance, heat, demystification or pressure values will be displayed on the screen. 7 segment displays will be used, which even beginners will use easily.

The fifth day:

- Module 5 - Arduino applications

With the module, teachers will use ARDUINO development cards to develop STEAM-based applications in different fields from basic and advanced education to engineering.

- Certificate ceremony

- Departure from the institution

Activity Description (including a profile of participants per organisation, goals and results of the activity)

Result:

With this LTT, it is expected to gain basic competence in the use and application areas of Arduino, which is the first and most common open-source platform in the field of electronics. This Ltt; will contribute to the design and creation of both the software and the electronic part of the Arduino part of the meteorology station. Through the Europass document, which will be taken as a result of the training, teachers will contribute to the development of steam-based environmental practices and the promotion of the project through in-service training in their country

Country of Venue Turkey

Start period 2022-09

End period 2022-09

Duration (days) 5

C4 Activity Title C-4 TURKEY1 AFYON

METEOGRAM AND HISTOGRAM WORKSHOPS:

Goal:

In this LTT, students will be trained in creating tables and graphics. Tables and graphs are tools that enable the data obtained as a result of the research to be presented in a numerically understandable way. They also serve to understand the relationships between variables visually. They facilitate the analysis and interpretation of data. They help present complex results in a "readable" form. Tables are also important as they are used as a resource in chart drawing. Students who have information about graphic types and creation processes with Meteogram and histogram workshops will be able to interpret and comment on the creation of Meteograms and histograms consisting of diagrams containing a 10-day weather forecast taken from the European Center for Medium-Term Forecasts (ECMWF). A lecturer from Afyon Kocatepe University will train students on the table and graphic creation.

The LTT program is as follows:

1st DAY:

- Welcoming ceremony
- Module 1 - Table creation exercises

2nd DAY:

- Module 2- Modeling exercises

3rd DAY:

- Module 3- Conversation studies
- Visit to AFYON Meteorology Station
- Meteorological tools and equipment will be examined on-site and their use and how air measurements are made will be observed. Information will be obtained about the number of balloons flown from the station daily, how long they travelled and what measurements they made.

4th DAY:

- Module 4-Combining exercises

5th DAY:

- Module 5- Interpretation studies

Certificate ceremony

Leaving school

Result:

Data will be collected and analyzed with the first Module. With Module 2, it will be decided which type of graph will be the most suitable before converting the data into graphs. It is very important to choose the graphics correctly according to the topics and determine which type of graphic better expresses the subject to be told. After determining the appropriate graphic, the graphic will be drawn. With Module 3, another graph of the same event will be created based on a graph of the data. With Module 4, Numerous diagrams given will be expressed as a single Meteogram... Again in this module, the <http://meteogram.com/> website will Activity Description (including a profile of participants per organisation, goals and results of the activity) be promoted, and free special Meteograms will be created on the site. With Module 5, The Meteograms and histograms given will be converted into verbal expressions and 10-day weather forecasts will be made. With this LTT, the participants will learn to express the measurement results they obtain from sensor applications with the appropriate graphic type

Country of Venue Turkey

Start period 2023-04

End period 2023-04

Duration (days) 5

C5

Activity Title C-5 FINLAND

ANDROID PROCESSING IDE TRAINING

Aim: In this LTT, it is aimed to develop the basic competencies related to android processing IDE, which presents the basics of programming with a visual approach and can also serve as an electronic sketchbook. An expert from Ireland will provide training for Android Processing IDEs. In the first module, software tools that will be needed will be installed. Next, the basic structure of a typical embroidery program known as a sketch will be examined. The first Android sketch drawing numbers will be written on the desktop screen. Then, without exiting the rendering IDE, it will be switched to Android mode and run on the built-in Android emulator with the same application. Finally, the drawing will be loaded and run on a real Android device. With module 2, once the basic development cycle is understood, it will be learned how to use the touchscreen interface to add some interactivity to the drawings. It will be discovered how this differs from a mouse pointer and touchscreen values will be used first with grey and then colour gradients to change the visual properties of the app. In module 3 studies will be carried out on Bluetooth, one of the most common uses for data exchange between Android devices... A remote cursor application will be created where the cursor position of two devices connected via Bluetooth is visualized. The data received will be collected and visualized in real-time. In module 4 the data received with Bluetooth must be stored and read. For this reason, it is necessary to write the data to a file or database collected on an Android device. So, a store is needed on the android device. With this module, you will learn how to work with private and public data storage on Android, keeping data accessible only to the application or alternatively sharing it with other applications via Android's external storage. The new Android phones are well

equipped with the necessary graphics hardware to provide 2D and 3D graphics rendering without degrading performance. In module 5, 3D graphics and objects will be created using this structure of Android phones.

The LTT program is as follows:

1st DAY:

- Welcoming ceremony
- Module 1-Start of Processing

2nd DAY:

- Module 2-Working with touch screen

3rd DAY:

- Module 3- Network communication between peers using Bluetooth directly

4 DAYS:

- Module 4- Working with data

5 DAYS:

- Module 5-Introduction to 3D graphics with Open GL

Certificate ceremony

Activity Description (including a profile of participants per organisation, goals and results of the activity)

Leaving school

Result:

With this Ltt, teachers will be able to run Android apps creatively to make them more useful and exciting. They will learn to create advanced Android applications using Processing, a very popular open-source programming language and environment that is free to use and designed to learn the basics of programming. In this educational context, they will treat Android phones and tablets as universal sensors, processors, and remote controls, creating projects that go beyond the typical application. Thus, new application ideas will also be mobilized to explore in the future. Skills gained from this training; The data obtained from the rear part of the station will be retrieved and stored in Android processing IDE via Bluetooth and will be displayed with 3D graphics and objects on the touch menu to be created on the screen interface

Country of Venue Finland

Start period 2023-06

End period 2023-06

Duration (days) 5