

1.Start - Basic information

1.1. Project information

Name on project We = nature
Project number NPJR-2023/10208

1.2. Project access

Project read access
Project editor access

2.Institutions - Registration of Institutions

2.1.Coordinating institution

2.1.1. Registration of coordinating institution

Valmiera Gaujas krasta Secondary School - Development Centre (LV)
Type of institution: Upper secondary school
Postal address: Leona Paegles Street 5/7, Valmiera, LV 4201
Address for courier delivery: Leona Paegles Street 5/7, Valmiera, LV 4201
Telephone: +371 64207667
E-mail: attistibas.centrs@valmiera.edu.lv
Web page: www.vgv.lv

2.1.2. Legal representative

Name: Klavina, Iveta
E-mail: iveta.klavina@valmiera.edu.lv
Phone number: +37128388112
Type of staff: Principal/headmaster

2.1.3. Contact person

Name: Ramata, Daiga
E-mail: daiga.ramata@valmiera.edu.lv
Address: Leona Paegles street 5, Valmiera
Phone number: +37126423136

2.2.Partner institutions Partner institutions

Institution: EE-Porkuni Special School (EE)
:
Type of institution: Upper secondary school
Unit:
Contact person: Karp, Urve
E-mail: Urve.Karp@porkunikool.ee
Phone number: +3725106113

Institution:	FI-Villa skola (FI)
:	
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Masar, Tua
E-mail:	tua.masar@kokkola.fi
Phone number:	+358 44 7809793

Institution:	LT-Pasvalys Riesuto school (LT)
:	
Type of institution:	Primary/secondary school
Unit:	
Contact person:	Gailuniene, Rasa
E-mail:	dambrasa@gmail.com
Phone number:	+37061129199

3.General info - General information

3.1. Nordplus Preparatory visit

3.1. Preparatory visit No

3.2. What shall you apply for?

Choose type of support:

MOBILITY project

3.3. Project theme

Choose a theme Green growth, climate change and sustainable development

3.4. Summary

Give a short summary of the project (250 words max)

The aim of the project is to promote cooperation between the Baltic Sea Region countries in the field of education. It will develop and validate good practice materials for working with students, including those with different disabilities:

- 1) children with hearing impairment,
- 2) children with mental disabilities,
- 3) children from social risk groups.

All these students will work together within the project, thus creating a natural environment for mutual integration and inclusion of children with special needs.

The project aims to educate students on various environmental issues in order to raise their awareness on environmental education and sustainable development.

The project will involve different types of schools - a secondary school for children with hearing impairments from Latvia, special primary schools for children with mental and physical disabilities from Lithuania and Estonia, a general secondary school from Finland.

All partner schools are attended by young people at risk of social exclusion, such as young people with low motivation for education, young people with mild mental health problems, hearing problems and learning disabilities. This means that these young people find it harder to integrate into standard education, as they feel uncomfortable in educational institutions and are more at risk of dropping out. As a result, young people do not acquire the necessary information

and skills to care for the natural environment around them and become potential environmental spoilers. The project plans to change the approach to training these young people, to motivate and involve them in positive action, by diversifying the forms and methods of training, and to develop specific good practice materials. This audience is specific and requires a specific approach. These young people find it more difficult to integrate into standard educational processes and into society, and therefore experience discomfort, have problems fitting into the surrounding society and developing healthy and correct habits. The project aims to change the way students are educated by involving them in practical and creative activities, giving them the opportunity to collaborate with peers from other countries and to take responsibility for their own work.

3.5. Other information

Web page www.vgv.lv

Project period 08/2023 - 06/2025

3.6. Earlier/other Nordplus project

Previous Nordplus projects

Yes

NPJR-2019/10081, project "Profession's Lab" - about career guidance for students (students' exchange)
NPAD-2019/10140, project "Use Your Strengths!" - about career guidance and support for youngsters and adults with special needs (teachers' exchange)

Nordplus applications in this round

No

4. Project description - Project description

4.1. Relevance

This is where you present the specific aims of the project. What do you want to achieve with the project? The aims may be described on different levels, e.g. participant level, and organization level.

Which of the specific goal(s) of the Nordplus programme does your project target? Describe how the planned actions within the project address the chosen Nordplus programme goal(s).

Who is your target group and why is the project suited for this group?

Also, present the background and motivation for the project? The project can relate to e.g. specific needs or challenges of participants, be motivated by previous initiatives or specific priorities and focus areas of the organizations.

Explain how each partner in the project benefits and gains from the cooperation and will achieve positive changes in terms of development. All collaboration projects should be based on a reciprocal attitude and understanding.

Present how the project is anchored with management. Do you have support in means of extra time and resources by the headmasters/managements? Are your institutions' managements supportive of the project – how?

Explain what you can gain by cooperating with other Nordic/Baltic countries that you cannot gain on a national level. What is this added value? Why have you chosen each other?

What type of activity shall you apply for?

Type of activity: Class Exchange

4.1.1. Project aim

Shortly and as clearly as possible describe the aim of the intended project. Explain in which ways the project corresponds with:

- the overall objectives of Nordplus.
- Nordplus Junior's target groups and type of activities.

Which school years/age group/type of school programme does the project involve?

The project aims to educate students on various environmental issues to raise their awareness of environmental education and sustainable development.

The project is directly linked to the objectives of the Nordplus Junior programme:

- 1) to strengthen cooperation between the Baltic and Scandinavian countries,
- 2) All mobilities will include time for participants to exchange experiences and build contacts in both formal and informal settings, e.g. in class and in their free time - meals, out-of-class activities - so that the contacts made during the project are maintained after the project has finished,
- 3) the project is expected to be innovative: students will not only participate as passive participants in the activities, but will also, within their capacity, lead some of the activities, excursions around the school and the surrounding area, etc., with the support of the teachers,
- 4) It is planned that after this project, the same partners will jointly develop future project applications to other programmes, such as Erasmus+, based on the knowledge and lessons learnt during this project,
- 5) The "good practice" examples will be prepared for publication in the working language of the project - English - and will be available to all partner school teams and other interested persons.

The project will involve students aged 14-17, including children with mild mental and physical disabilities.

4.1.2. Development needs and Contribution

Identify development needs of all participating organisations. Clarify how all the participants (organisations and individuals) will benefit from the project, and how the results of the project will contribute to a positive development in the participating organisations. In what ways will each partner contribute in reaching the objectives of the project?

In what way does the management of each institution support the project?

Explain and clarify the value of cooperating internationally. What do you gain in this international collaboration?

Today's world is full of problems linked to pollution and disrespect, the consequences of which will be faced by future generations. However, it would be more responsible if people saw the problem and did not put off finding solutions until tomorrow, but started thinking and acting now.

The member countries of the project believe that we have the choice and the opportunity to make a difference now. One way to get this message across is to help our children understand that there are limits to what they can use the Earth for - that if we act now, there is hope. We need to change and act, not only for our common future, but also to preserve our physical health. Studies have shown that children who have learned about environmental problems and how to solve them are more optimistic about the future than children with less experience. Education for sustainable development is closely linked to young people's lives and futures, which should be their top priority. Teachers and school staff need to acquire the necessary skills and competences, as well as to seek and acquire resources and research on the most appropriate teaching methods and content. Education for sustainable development must be seen as a serious pedagogical challenge.

Although environmental subjects and courses have been integrated into formal education since the mid-20th century, this has been insufficient, as problems persist and even grow. This understanding is particularly difficult to develop for pupils with special needs, since, because of these needs, they do not always have access to information in a language they understand or in a way that is appropriate to them, using appropriate methods.

The project aims to address this situation by applying the principle of universal design - looking into the possibilities and needs of the students themselves. Students cannot care for and nurture something they are not familiar with. For these learners, it is essential to learn not theoretically but practically, experiencing everything through their own personal experiences. Therefore, it is intended to start from the simplest level - first to introduce them to the diversity of nature and the environment, to create joy and positive emotions in them from contact with nature, then to move to a more complex level - to present problems and make them make their own conclusions about what is happening, and the highest level - to see their own role and contribution in their interaction with the environment.

In this way, students will develop an understanding of the protection of natural resources and the important role of each individual in these processes, and we are confident that the students involved in the project will be motivated to follow the principles of sustainable development in their future lives.

The Latvian partner school has students with hearing impairments and mental disabilities, including from families at risk of social exclusion.

The Estonian partner school has pupils with intellectual disabilities and children without parental care.

The Finnish partner school is a general education institution.

The Lithuanian partner school is a special education institution.

The profile of the partner schools is varied; the partners have been chosen differently with the intention of learning from each other's experiences. The challenges of sustainable environmental development are addressed differently in the partner countries, but the challenges are common to all, so the project is expected to broaden the participants' horizons and to bring the experience of the neighbouring countries into the schools' teaching. These particular schools have not been partners with each other before, so the aim is to learn innovative methods and approaches as a result of this cooperation.

Each mobility visit will be attended by a representative of the administration or a project contact person from each partner school, thus ensuring effective monitoring of the project and implementation of the project results in the daily work of the schools.

4.2. Project objectives and content

This is where you present the objects for the project. All projects should aim to strive for the fulfilment of curricula for the pupils; and/or development of teachers' professionalism. Because of this, it is important to state which objectives in curricula, exams or competence development you are targeting in your project.

Set specific objectives and describe them from a short- and long-term perspective. You do not have to cover several objectives, sometimes it is better to focus on one area to develop, and then limit the scope to this one area instead of trying to cover too much. If the objectives are measurable, it simplifies your future evaluation.

Also, present a structured activity plan for the full project period, which clearly demonstrates what is to be done, when it will be done, who is responsible and what the outcomes will be. It could be in the form of a time plan structured in different stages/ milestones or work packages. Also specify in what way these activities contribute to reaching the goals of the project?

A detailed program for the stay(s) must be presented. Please note that all planned activities must be completed within two years, which is the maximum project period for all projects. Remember to include the preparatory and follow up stages, e.g. preparations of the participants prior to the stay.

The budget consists of unit cost categories and will be assessed in relation to the planned activities and scope of the project. If it is realistic, it will be kept. If it is not, cuts will be made.

Applications for development projects need to attach a separate budget template. The link to the separate budget template is found in section 6.2 Attachment.

Be concrete when you present your plan for evaluation of the project and its results. Choose a couple of aspects/results/processes to evaluate and the means you will use.

The evaluation could e.g. include questionnaires, interviews, testing, thematic debates etc., and focus on outcomes for adult learners/teachers, the functionality of a product, the cooperation between project organisations and the partnership composition etc. Through built-in monitoring you can more easily detect if you are off track from the project plan and adjust activities and tasks during the process and hereby achieve the most optimal results. For this purpose a risk analysis can be a fruitful tool.

4.2.1. Objectives

What are the objectives of the project and what do you hope to achieve? These can be long-term and/or short-term objectives.

Define the expected outcomes of the project and impacts on the participating institutions and individuals, in relation to the objectives you have set for the project.

The main idea of the project is to ensure that participants understand that education for sustainable development plays a key role in the curriculum of schools and other educational institutions.

Short-term project objectives:

- 1) to organise mobility visits to all 4 partner organisations,
- 2) to develop and share good practice examples on the theme of the project,
- 3) to create and strengthen the awareness of the participants (students and teachers) of the importance of education in building a sustainable development society.

Each country visit is expected to have its own theme, the learning of which will contribute to the achievement of the overall objectives.

During the first visit, students will learn about the concept of sustainable development, its meaning, and through practical art forms, through all the senses (sight, touch, smell, taste), they will explore the diversity of nature and develop their creative abilities.

During the second visit, students will learn the basic principles of sustainable management and resource saving.

During the third visit, students will learn how to acquire different skills in the natural environment - mathematics, biology, physics, geography, chemistry, sports.

During the fourth visit, students will learn about different nature and environment-related professions, their impact on the environment, and visit local businesses and institutions.

All activities will be planned and implemented using a non-formal education approach; students will take part in role-plays, simulations, workshops, etc. Students will also have the opportunity to organise individual activities, such as ice-breaking games, under the guidance of teachers, to improve their interpersonal and leadership skills. After each mobility visit, the teachers will carry out a work evaluation; the results will be shared with the project coordinator and decisions will be taken together to improve the work. The findings will be integrated into the daily work of the schools. Teachers participating in the mobility will improve their project work management skills by sharing the knowledge gained in their schools.

Long-term objectives of the project:

- 1) The educational environment in the partner schools will be improved and enhanced,
- 2) inter-institutional links will be strengthened: schools - business - environmental organisations - decision-makers,
- 3) Increased focus on raising awareness on sustainable development among young people with disabilities and on involving young people in the labour market; education and participation of young people in the labour market will be more effective and will contribute to their development,
- 4) Involvement of other interested persons and institutions such as NGOs, adult education institutions, pre-schools, private education institutions, youth support centres, local foundations, parents' organisations, etc. in long-term cooperation to solve common problems.

4.2.2. Activity plan

Activity plan

Present a clear activity plan in a chronological order, containing the activities you will undertake over the entire project period. What will you do, when and where? Describe the planned activities in detail (e.g. workshops, discussions, seminars, study visits, other elements or methods of learning, etc.).

Explain as clearly as possible how the planned activities realize and mirror the aims and objectives of the project.

September 2023

- * Coordinators' meeting on the mobility visit to Latvia, preparations to be made for all schools
- * selection of participants in partner organisations - development of selection criteria, cooperation with parents and families, preparation for mobility in Latvia, informative work in schools
- * dissemination activities - information on each partner organisation's website on the project's aims, objectives, results to be achieved

October 2023

- * mobility visit to Latvia, theme "Aesthetics of the natural environment"; teachers will be introduced to the approach of aesthetics of the natural environment and how it can be used; students will take part in a variety of creative workshops, each day devoted to a different theme of aesthetics of the natural environment - coloured sand games; coloured grain games; warm sand activities; nature studies and compositions, as well as the concept of sustainable development, why we need such development, what it is, what it entails and what opportunities each pupil has to take care of nature in their neighbourhood.

November 2023

- * Evaluation of Latvian mobility in partner schools according to the developed forms
- * Summary of the evaluation of the mobility visit, results sent to the coordinator
- * dissemination - information on each partner organisation's website about the 1st mobility in Latvia
- * dissemination - seminar in each partner school on the 1st mobility in Latvia.

December 2023

- * Latvian partners develop 2 "good practice examples" and send to other partners
- * Latvian good practice examples posted on partners' websites

January 2024

- * Latvian "good practice" examples validated in all partner schools
- * summarising conclusions on the possibilities of using the aesthetics of the natural environment in their schools for the personal development of students

February 2024

- * Coordinators' meeting on the mobility visit to Estonia, preparations to be made for all schools
- * selection of participants in partner organisations - development of selection criteria, cooperation with parents and families, preparation for mobility in Estonia, outreach work in schools

March 2024

- * Mobility visit to Estonia, theme "Recycling, sustainable development"; educators will learn about nature-friendly approaches to teaching at school; students will participate in a variety of workshops, each day focusing on a different theme - awareness of different natural resources in the neighbourhood, resource saving, recycled materials, waste sorting.
- * Evaluation of Estonian mobility in partner schools according to the developed forms
- * Summary of the evaluation of the mobility visit, sending the results to the coordinator

April 2024

- * dissemination - information on each partner organisation's website about the 2nd mobility in Estonia
- * dissemination - seminar in each partner school on the 2nd mobility in Estonia.
- * Estonian partners develop two "good practice examples" and send to other partners
- * Posting of Estonian good practice examples on websites

May 2024

- * Estonian "good practice" examples validated in all partner schools
- * Summarising conclusions on the possibilities of using nature-friendly approaches in their schools for the personal development of students

June 2024

- * Coordinators' meeting on Zoom - mid-term evaluation of the project, progress towards the project goals and objectives, future tasks to be undertaken
- * budget fulfilment

September 2024

- * Coordinators' meeting on the mobility visit to Finland, preparations to be made for all schools
- * selection of participants in partner organisations - development of selection criteria, cooperation with parents and families, preparation for mobility in Finland, informative work in schools

October 2024

* Mobility visit to Finland, theme "Outdoor learning"; teachers will learn about the outdoor pedagogy approach and how it can be used in schools; students will participate in a wide range of outdoor activities related to sport, art, maths, science

November 2024

- * Evaluation of Finnish mobility in partner schools according to the developed forms
- * Summary of the evaluation of the mobility visit, results sent to the coordinator
- * dissemination - information on each partner organisation's website about the 3rd mobility in Finland
- * dissemination - seminar in each partner school on the 3rd mobility in Finland.

December 2024

- * Finnish partners develop two "good practice examples" and send to other partners
- * Finnish good practice examples posted on partners' websites

January 2025

- * Finnish "good practice" examples validated in all partner schools
- * summarising conclusions on the possibilities of using outdoor pedagogy in their schools for the personal development of students

February 2025

- * Coordinators' meeting on the mobility visit to Lithuania, preparations to be made for all schools
- * selection of participants in partner organisations - development of selection criteria, cooperation with parents and families, preparation for mobility in Lithuania, informative work in schools

March 2025

- * Mobility visit to Lithuania on the theme "Professions related to nature"; teachers will get familiar with the organisation of career work in the partner school; students will take part in workshops and a study excursion, each day focused on a different profession.
- * Evaluation of Lithuanian mobility in partner schools according to the developed forms
- * Summary of the evaluation of the mobility visit, sending the results to the coordinator

April 2025

- * dissemination - information on each partner organisation's website about the 4th mobility in Lithuania
- * dissemination - seminar in each partner school on the 4th mobility in Lithuania.
- * Lithuanian partners develop two "good practice examples" and send to other partners
- * Lithuanian good practice examples posted on websites

May 2025

- * Lithuanian "good practice" examples validated in all partner schools
- * Summarising conclusions on careers education in nature-related fields in partner schools for the personal development of students
- * Dissemination workshop in Lithuania (at least 25 participants)
- * dissemination workshop in Estonia (at least 25 participants)
- * dissemination workshop in Finland (at least 25 participants)
- * dissemination workshop in Latvia (at least 25 participants)

June 2025

- * Coordinators' meeting Zoom - evaluation of project work, budget fulfilment, required work for final report

July 2025

- * final report preparation and submission
- * development of work plans for potential future cooperation with Erasmus+ partners

4.2.3. Evaluation

Describe the evaluation process; continuous evaluation and final evaluation. What you are going to evaluate and measure (how, when, and by whom)? How will you ensure that you are following the initial aim and objectives for the project?

A project development and results assessment plan has been developed:

- *all partners have agreed on common rules for assessment (regularity, amount)
- *several times during the project process partners will comply short assessment questionnaires about particular work, which has been done – developed material, approbation, difficulties during material development, satisfaction of target-audience (students) and educators, usefulness of materials, and then they will send it to the project coordinator
- *there has been determined responsible partner about analysis and accounting of intermediate report (meeting for coordinators) - data and information – Latvia
- *at the end of each mobility visit partners will comply assessment questionnaire about the achievement of objectives and tasks, partners will assess the quality of the process of visit and other aspects, for example, satisfaction of participants and content of the lessons, acquired knowledge, innovations, balance of theoretical and practical trainings, interpretation of the issues to be learned in the context of the project member countries.
- *there will be regular exchange of information and informal assessment for school coordinators in Facebook group. All partner organisations will be responsible of it.

*there are intended meetings for coordinators during the mobilities to assess the process and results of the project, also there will be meetings for representatives of school administration

*each partner organisation by approbations of developed material will study the satisfaction of the target- audience using different methods – interviews, questionnaires etc. All partner organisations will be responsible of it.

*there has been determined responsible partner about development and sending of assessment questionnaires of mobility visits – Finland

*there has been determined responsible partner for analysing and interpreting the questionnaire data of mobility visits – Latvia

*after the first year of the project partners will comply report about the work, what has been done so far and will sent to the coordinator. All partner organisations will be responsible of it.

*at the end of the project all partner organisations will comply the assessment questionnaire about the realisations relevance of the objectives and tasks to the origin objectives, and also about the quality

of the achieved results and developed materials; about cooperation during the project; about possible cooperation between partners in the future, by raising funds and financing from various sources. The responsible partner – Latvia

*partner have agreed, that it is necessary to assess the process so frequently and in so different ways. In this way the process of the project will be more transparent and it will be easier to follow the achievement level of the objectives, and if it will be necessary partners will react operatively and make changes or development in the work of the project. All partner organisations will be responsible of it.

*if it will be necessary there will be and assessment and provided exchange of the information with coordinating institutions of the Nordplus Junior in Latvia and Sweden. The responsible partner – Latvia

*if it will be necessary there will be attracted experts from relevant field – specialists of career work, specialists of education management etc.

4.3.Organisation and implementation Organisation and implementation

This is where you present how the collaboration between the participating organisations is organized to ensure effective communication and balance of workload. Who does what? Specify the responsibilities of each organisation in the project, and describe how the organisations will be communicating and coordinating with each other, e.g. via virtual and physical meetings etc.

Also, present how your project is anchored in each partner organisation. By anchorage one can generally mean different things. It could refer to how the project is anchored with management (see 4.1.2.), how you implement and exploit the results (see 4.4.1.) or how you integrate project activities in daily work and in curricula. What we refer to as anchoring in this paragraph, is the last example – how you plan to implement the project in daily work, as well as in regulatory documents (if possible). How will the activities be visible in daily teaching and training for the participants? How do you plan to integrate teachers and pupils not participating directly in the project? E.g. even if only a smaller group of pupils take part in the mobilities, the project should

involve a larger group – other classes/groups of students, teacher teams or the whole school/organisation.

The development and activities need to be in accordance with curricula. All projects should aim to fulfill curricula – thus promote pupils' possibilities to reach the national objectives stated in each country's curricula, or to promote teachers' and other pedagogical staffs' professionalism.

4.3.1. Cooperation and responsibilities

Present how you are going to share the responsibilities and workload amongst all participating institutions. What are the roles of the participating institutions? (Who does what, how, where and when?)

What measures do you plan to ensure effective communication and cooperation between the participating institutions continuously during the project?

As a coordinator Latvian organisation will be responsible for:

1. Organisations of the mobility visits in Latvia
2. Implementation of the project objectives and tasks, supervising of the work
3. Promotion of the effective communication and good cooperation
4. Collection and data interpretation of the partner organisation reports, making summary, analytical work
5. Assessment of the results and development of the proposals for future work
6. Provision of the publicity activities in Latvia
7. Establishment and maintenance of the common project homepage
8. Organisation of the cooperation with education Development agency of the state in Latvia
9. Organisation of the cooperation with coordinating institution of the program Nordplus Junior in Sweden
10. Submission of the financial and substantive reports

The school of Lithuania will be responsible for:

1. Organisation of mobility visits in Lithuania
2. Provision of the publicity activities in Lithuania
3. Designing project logo
4. Making photos and videos during mobilities

The school of Estonia will be responsible for:

1. Organisation of mobility visits in Estonia
2. Provision of the publicity activities in Estonia
3. Making photos and videos during mobilities
4. Creating project brochure

The school of Finland will be responsible for:

1. Organisation of mobility visits in Finland
2. Provision of the publicity activities in Finland
3. Creating video about project.
4. Making photos and videos during mobilities
5. Development and sending of the mobility visits assessment questionnaires

There are developed an effective multi-step communication plan for cooperation with partners.

1. Coordinating organisation (Latvia) has developed a plan for communication and solutions of various questions. Coordinator develop and offer basic ideas and guidelines, and partners assess them. The result is

accepted in a democratic way, when all partners have accepted it.

2. There will be designed a closed group on Facebook only for communication between coordinators and participants of the project. All coordinators of the partner organisations have agreed to this system.

3. There has been created Whatsapp group during the process of the project planning. In this group coordinators give information operatively and get feedback. It is going to be continued also during the

realisation time of the project.

4. During project planning there is used e-mail to exchange and communicate with bigger quantity of information, for example, developed methodical materials, guidelines, content, criteria of assessment etc,

is. It is going to be continued also during the realisation time of the project.

5. Zoom communications have already been used to solve urgent questions during the project planning; coordinators of the partner organisations are available and responsive, and interested in realisation of the project objectives.

6. During the planning of the project the partners were introduced and informed about different aspects related to the project, for example, the content of the project, timetable of the time, division of

responsibilities etc. The ideas and recommendations of the partners were taken into account and the necessary changes have been made as a result of the mutual discussions. This model is going to be

continued also during the realisation time of the project.

7. There is intended planned (formal) and un-planned (informal) communication. Planned communications will happen after previously created plan, discussing particular questions before visits and analysing the work, which has been already done; there will be developed specific questions, which need to be discussed. During mobilities there are intended special meeting for coordinators. Un-planned communication will be used to clarify separate details and to give a support. It is necessary to solve different questions operatively without waiting until the next coordinator meeting. All coordinators of partner organisations have proved themselves as people with high sense of responsibility already during the time of project planning, they have responded operatively to the requests of necessary information, so it is expected, that communication will be effective to achieve the objectives of the project.

4.3.2. Anchorage

Explain how you plan to anchor the project within the participating institutions. For instance, how will you integrate project activities in daily work, and how will fellow colleagues and non-participating pupils benefit from the project activities?

In which ways are the planned activities concretely connected to curricula? Describe the specific links to curricula.

Developed examples of these good practice will be validated and integrated into the daily work of the partner schools. All partners have agreed on the specific subjects in which the knowledge and approaches will be integrated. The learning materials will be used in the classrooms of the partner schools so that they can also be accessed and used by teachers and students who have not participated in the mobility. The teachers trained during the mobility will use the approaches and knowledge to train their colleagues in their own schools and interested colleagues in other schools.

* materials for aesthetics of the natural environment - in science, art, socio-emotional education of students in extracurricular activities and classroom lessons, in cooperation with parents,

* outdoor pedagogy materials and approach - in mathematics, sports, science,

* materials on career choices - in class lessons, extra-curricular activities, individual consultations, discussions with parents on children's future career choices,

* materials on sustainable development - in science lessons, in class.

4.4. Dissemination of results Dissemination of results

This is where you present the expected results and outcomes of your project. The results can be given on different levels. Describe how you can use and utilize the results and experiences from the project in your organisations after it has ended. How will the project ensure that the results will be sustainable and come to the benefit of others?

Also, present your plan for the dissemination of results and experiences of the project both during the project period and after project end.

Describe the target groups for your dissemination and the means you will use to reach them, e.g presentations at meetings, seminars and conferences, articles in newspapers or professional magazines, open house events, distribution of folders and publications etc. The dissemination plan should include dissemination to external actors outside the partnership, e.g. other organisations in your field of work, teacher organisations and bodies for adult learning at regional, national or Nordic/Baltic level.

How will you spread the project's outcome, and which systems and methods do you have to use new knowledge and experiences in your organisation? Think about how you can implement changes in the actual teaching, subject contents and methods together with your colleagues.

4.4.1. Results

Describe the expected results of the project. The results can be given on participant level, and on organisation level. Who will be affected and how – in concrete terms, how do e.g. the pupils, the teachers and the management benefit from the project? For development projects describe in particular if products are developed (teaching materials, methods etc.). Outline the content and purpose of the individual product, specifying how it is to be used by whom and for whom (target group).

How do you plan to implement and exploit the results among the participating institutions on a long-term basis?

The project plans 2 types of results:

- 1) acquired knowledge, skills and competences (for students, teachers and school administrators),
- 2) developed examples of good practice.

In the long term, educators and students from all partner organisations will be the beneficiaries.

Educators:

1. acquire the skills to develop lessons on sustainable development, including defining the objective and the outcome to be achieved; developing appropriate content; selecting appropriate methods, evaluation, feedback; this knowledge will be used by educators to develop other materials,
2. learn examples of good practice from partner countries that can be used in future work.
3. acquire qualitatively new, innovative knowledge and approaches that have not been used in the practice of specific schools so far - outdoor pedagogical approach, philosophy of aesthetics of natural environment, organisation of career work in relation to the environment.

Students:

1. acquire knowledge about sustainable development and the organisation of this work in the partner countries, apply this knowledge in their daily lives, change their habits, learn new, healthier and more environmentally friendly habits.

2. learn from the experiences of young people in other countries.
3. learn how to plan and lead individual activities and games for other young people abroad and in their own schools.
4. will be interested and motivated to participate in other local and international youth projects as initiators and implementers of ideas.

The developed good practice materials will be used in the daily work of the schools. It is envisaged that a wider network of projects and cooperation involving local authorities and other interested institutions could be developed in the future to address sustainable development issues.

4.4.2. Internal dissemination of results

Which results will you focus on disseminating and for which reasons?

In what way do you intend to disseminate results to the participants in the project (how, where, when and by whom)?

The results of the project – developed materials of good practice – during development and approbation will be inserted in a common Google document folder, which will be available for all project participants. All participants will have the same access rights to participate in a group, to use materials in pedagogical work. Educators will be able to use materials as they discretion, because materials will be available in English – work language of the project. Participants of the partner organisations will be able to copy the materials, reproduce them, use all material or separated parts of it as needed without prior alignment with the material developers. Each material will be used in accord to the needs of the particular target- audience.

All materials will be available in partners homepages, too (in the sections of project).

4.4.3. External dissemination of results

Which results will you focus on disseminating; for which reasons and to whom (individuals, groups and institutions)?

In which ways do you intend to disseminate the results to other relevant target groups outside the project?

All partner organisations are intended to organise dissemination activities to the surrounding society, especially to interested organisations – parents of the young people, social support institutions, other education institutions in the city, leading education policy institutions in the city, cooperation partners in other cities (local networks) and cooperation partners in other countries from previous project experience (international networks). It is intended, that each partner organisation introduce interested people with objectives of the project, tasks and achieved results, and also provides the possibility to every interested people to introduce themselves with developed material and to use it into their work.

Dissemination activities will happen regularly:

1. In one month since entering into a contract all partner organisations will insert in their own homepages and in local mass media information about objectives of the project, tasks, planned results, involved partner organisations, with particular emphasis on the contribution of this project to improving the quality of education at the local school
2. At the beginning of the project each partner organisation will create in its homepage special section of the project
3. Before and after mobility visits each partner organisation will insert information in its homepage and in local media about theme of the visit, issues to be addressed, assessment of the visit
4. In one month after the end of the project each partner organisation will organise at least one result dissemination seminar for at least 25 interested people
5. At the beginning of the project will be created Facebook group for dissemination activities - information about project activities, aims, results
6. Each partner organisation at its own discretion will reproduce and disseminate the developed materials
7. Each partner organisation at its own discretion will reproduce developed brochure and labels
8. Each partner organisation will include information on the progress and results of the project in activities where educators from other schools are visiting the school or when educators present their school. Schools admit, that this system has been very successful in previous projects and it will be useful to implement it also in this project.

5. Mobility - Mobility activities in Nordplus Junior

5.1. Class exchange

5.1. Registration of mobility - Class Exchange

Class exchange

Who	From country	To country	Number of travellers	Duration each traveler	Total grant
Accompanying teacher (class exchange)	Estonia (EE)	Finland (FI)	3	0m, 1w, 0d	2490
Accompanying teacher (class exchange)	Estonia (EE)	Latvia (LV)	3	0m, 1w, 0d	2490
Accompanying teacher (class exchange)	Estonia (EE)	Lithuania (LT)	3	0m, 1w, 0d	2490
Accompanying teacher (class exchange)	Finland (FI)	Estonia (EE)	2	0m, 1w, 0d	1660
Accompanying teacher (class exchange)	Finland (FI)	Latvia (LV)	2	0m, 1w, 0d	1660

Who	From country	To country	Number of travellers	Duration each traveler	Total grant
Accompanying teacher (class exchange)	Finland (FI)	Lithuania (LT)	2	0m, 1w, 0d	1660
Accompanying teacher (class exchange)	Latvia (LV)	Estonia (EE)	2	0m, 1w, 0d	1660
Accompanying teacher (class exchange)	Latvia (LV)	Finland (FI)	2	0m, 1w, 0d	1660
Accompanying teacher (class exchange)	Latvia (LV)	Lithuania (LT)	2	0m, 1w, 0d	1660
Accompanying teacher (class exchange)	Lithuania (LT)	Estonia (EE)	3	0m, 1w, 0d	2490
Accompanying teacher (class exchange)	Lithuania (LT)	Finland (FI)	3	0m, 1w, 0d	2490
Accompanying teacher (class exchange)	Lithuania (LT)	Latvia (LV)	3	0m, 1w, 0d	2490
Pupils (class exchange)	Estonia (EE)	Finland (FI)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Estonia (EE)	Latvia (LV)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Estonia (EE)	Lithuania (LT)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Finland (FI)	Estonia (EE)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Finland (FI)	Latvia (LV)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Finland (FI)	Lithuania (LT)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Latvia (LV)	Estonia (EE)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Latvia (LV)	Finland (FI)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Latvia (LV)	Lithuania (LT)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Lithuania (LT)	Estonia (EE)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Lithuania (LT)	Finland (FI)	4	0m, 1w, 0d	1320
Pupils (class exchange)	Lithuania (LT)	Latvia (LV)	4	0m, 4w, 0d	1320
Total			78	0m, 90w, 0d	40740

Ev. comments to the mobility

6. Budget - Budget

If you apply for **only** mobility activities (class-exchange and/or teacher exchange) the support of project management is **1000 EUR** for the coordinating institution and **500 EUR** for each partner institution(s). Register the total sum for project management support in the budget below. e.g, 1 coordinator and 2 partners 1000+ 500+ 500 = 2000 €.

Note that support given in addition to the travel support calculated by the application system.

This grant is only allocated to mobility projects with budgets exceeding **15 000 EUR** (project management excluded). You must **apply for** this grant with this application in order to receive it. It cannot be added afterwards.

If you **also** apply for development project support use the sums calculated in the Nordplus Junior grant templet. **Note** that in a combined application you cannot receive project management support for *both* project categories.

EUR - Euro	Nordplus contribution
Mobility	
Class exchange	40 740
SUM - Mobility	40 740
Project support	
Project management	2 500
SUM - Project support	2 500
SUM - Total	43 240

Comments to the budget

3 educators are needed for some organisations, based on an assessment of the health of potential participants and the required support. The coordinators agreed that the participants needed more support staff, such as sign language interpreters and assistants, due to their special needs.

6.2. Attachment

Attachment

- * [LOI_LV.pdf](#)
- * [LOI_LT.pdf](#)
- * [LOI_EE.pdf](#)
- * [LOI_FI.pdf](#)

6.3. Bank information

Bank name: AS "SEB banka"

Bank account holder: Valmieras novada pašvaldība

Address bank account holder:

Lāčplēša iela 2, Valmieras novads, Valmiera, LV-4201, Latvija

IBAN: LV94UNLA0018000142255

BIC-code/SWIFT-address:

UNLALV2X018

VAT-number OR Organisation number

LV90000043403

Your reference:

Valmieras Gaujas krasta secondary school - development centre, Leona Paegles street 5, Valmiera.