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Application

Programme	Erasmus+
Action Type	KA220-SCH - Cooperation partnerships in school education
Call	2021
Round	Round 1

Context

Field	School Education
Project Title	GREen ENTrepreneurship and INnovation
Project Acronym	GreenIN

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-11-2021	24	01-11-2023	DK01 - Danish Agency for Higher Education	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>

Protection of Personal Data

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Project Summary

Please provide short answers to the following questions, summarising the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What are the needs you plan to address?

Entrepreneurship education is a significant element in the education process, since it stimulates the entrepreneurial mindset of the students and contributes to higher levels of entrepreneurship and economic growth (European Commission, 2006). Recently, a new generation of entrepreneurs has appeared, which combine entrepreneurship with sustainability, creating the concept of green entrepreneurship. The challenge of tackling climate change is one of the highest priorities globally, while the development of entrepreneurship is also promoted in the EU. The Erasmus+ Programme Guide 2020 promotes the implementation of projects concerning entrepreneurship education and the acquisition of entrepreneurial mindset from a young age. This project's main objective is to familiarise students with the concepts of green entrepreneurship and innovation, stimulate their green entrepreneurial spirit and interest them in engaging actively in this field, all these with the usage of digital tools. The usage of ICT tools can help students to learn, contributing to their personal development and providing many benefits in the short and long-run, while making the teachers and their teaching process more effective (Gil-Flores, Rodríguez-Santero & Torres-Gordillo, 2017). The innovative digital education approach that our project promotes aims to replace the conventional educational approach and to create a more stimulating learning environment, while the innovative digital learning material will lead to a more effective educational process. The project's main target groups are the students of the last grades of Primary Education (aged 10-12) and their teachers, having a significant impact on them and benefiting them in more than one way. Green entrepreneurship education is not usually integrated in the classroom and in the learning process, especially this year: environmental education has been set aside even more, due to COVID-19. Our project aims to address this problem and provide a comprehensive learning approach and innovative tools that will promote green entrepreneurship education, even during the pandemic and social distancing. At the same time, the teachers will be introduced to the e-guide designed for them, which will raise their awareness in green entrepreneurial topics and provide them with teaching techniques which they can maintain and apply in their future careers. Usually, teachers do not get the necessary training on these topics, so our project aims to tackle this problem too and help them acquire the appropriate knowledge and skills to integrate green entrepreneurship and digital education in the classroom. In the long run, the project will have an impact on the future workforce, by educating them in the present and stimulating their entrepreneurial mindset and eco-education, leading therefore to environmental protection and to a positive impact on future social and economic development.

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

Growing up in a digital age doesn't automatically make a kid digital literate (European Commission, 2019). This innovative project aims to create a digital learning process, providing all the benefits mentioned above to the students, by using interactive approaches and digital tools. The innovative digital tools include the interactive student e-book and the educational game (GREENING village) that will be created. The interactive e-book will include material that will help the students understand basic concepts, stimulate their interest and interest them in learning more. More specifically, the e-book will contain the theoretical framework of green entrepreneurship, presented with illustrations and followed by specifically designed activities that can be completed in a group or individually. The GREENIN boy and girl will be two animated characters used for navigation, that will introduce the learning material to the students, provide helpful information and be their virtual guide in order to familiarise them with the material and successfully complete the activities. These activities will be interactive and in a form of games; the kids will use their computer's mouse, follow the instructions and apply their knowledge to solve the tasks. For example, the kids will be given certain features (e.g. types of residuals) and will be asked to categorise them (move them to the appropriate colored trash bin). In addition, the e-book will contain activities that motivate students to use other digital tools (e.g. slide presentation software, video creation software) to engage them actively in the learning process and optimise their digital skills. The e-book will also contain audiovisual material in animated form that will make the learning process more appealing and stimulating (Xiao, 2013). All these features will be used with the guidance of the teacher or the parents/families. Through the e-book, the following questions will be answered: •Why is the environment important? Why should we protect it? •How do we harm the environment? How can we go green? •What does innovation and entrepreneurship mean? •How do businesses harm the environment?

How can they protect it and go green? •What does green innovation and entrepreneurship mean? What are its benefits? •What green businesses are there and how do they work? •How can we create a green business? The students will also create a green business as scenario in the educational game, to apply the knowledge gained into practice. An innovative digital village will be available on the online platform, where the students will have the opportunity to make the business of their preference sustainable. More specifically, entering the GREENIN village, the students will create their own avatar and character; later, they will input some personal preferences. The children will choose what kind of business they want to have from a selection of different businesses that will be provided (e.g. bakery, hair salon, clothes store etc.) and there will be a variety of green components (e.g. P/V installation, compost system, recycle bins etc.) that they will combine, in order to make an ordinary business greener. The students will be able to interact with each other in the GREENIN village.

Implementation: What activities are you going to implement?

The main activities of the project include: • Proper students' introduction and familiarisation with the topics of green entrepreneurship and innovation through an innovative interactive e-book with activities specifically designed for children, that will stimulate their interest and make them interested in learning more, and through an innovative online platform, where the students will have the opportunity to create their own green business as scenario and apply the theoretical knowledge gained into practice, with the guidance from their teachers or their parents/families. • The creation of an e-guide for teachers to adequately prepare them for approaching new concepts and for the guidance of their students, while introducing them to teaching techniques and approaches and to innovative digital learning material. • The introduction of an innovative digital education approach, that includes the usage of modern technologies and the application of innovative digital educational tools. This approach aims to replace the traditional educational process that is based on conventional materials and tools and to provide a more stimulating learning environment, increasing students' motivation. Through this digital education approach, the students will be able to develop their digital skills from a young age, something that is aligned with the targets of the European Commission's Digital Education Action Plan (2021-2027). • The creation of a digital repository bank of good educational practices that will be created from all the partners and will be able for all the beneficiaries.

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

Expected results of the project during its lifetime include: • Familiarisation and understanding of the concepts of innovation and entrepreneurship, as well as its benefits to the society and the economy • Understanding the importance of protecting the environment and how it fits into the field of entrepreneurship • Knowledge and understanding of the concepts of green innovation and entrepreneurship, as well as its benefits to the society, the economy and the environment • Knowledge of existing green businesses and their functions • The ability of students to participate in an educational game in order to create a green business as scenario, applying the knowledge gained and using digital technologies • Familiarisation, adoption and extensive usage of modern technologies and ICT and digital tools, such as electronic devices, e-books, different software, etc. • Enhancing digital green skills for all users. The project is expected to have succeeded in integrating green entrepreneurship and innovation into the education of the students on issues related to this subject through the aforementioned results. This is expected to happen through the provision of state-of-the-art interactive pedagogical material specifically designed and tailored for the target group.

Applicant organisation/Partner organisation

OID	Legal name	Country	Region	City	Website
E10269304	Humblebaek Skole	Denmark	Sjælland	Humblebæk	https://humblebaekskole.aula.dk/
E10268963	SDG WORLD	Denmark	Hovedstaden	Hørsholm	www.sdgworld.org
E10059439	ADVANCIS-BUSINESS SERVICES, LDA	Portugal	Norte	PORTO	www.advancis.pt
E10203447	GAZIANTEP UNIVERSITESI	Turkey	Gaziantep	GAZIANTEP	www.gantep.edu.tr
E10233158	CENTER FOR EDUCATION AND INNOVATION	Greece	Θεσσαλία (Thessalia)	VOLOS	
E10065403	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS	Austria	Wien	WIEN	www.vaev.at
E10112405	Foundation for Empowering Gender Equality	Malta	31046858	Kirkop	www.ffege.org

Is the organisation a public body?

Is the organisation a non-profit?

Type of Organisation

School/Institute/Educational centre – General education (primary level)

Main sector of activity

Associated persons should not be shown in PDF because of GDPR compliance.

Budget Summary

Project Budget Summary

Project Management and Implementation	48000.0
Transnational Project Meetings	26290.0
Project Results	101814
Multiplier Events	12000.0
Total grant	188104

Transnational Project Meetings

Meeting ID	Meeting Title	N° of Participants	Grant
1	First Transnational Project Meeting	12	6080.0
2	Second Transnational Project Meeting	14	8010.0
3	Third Transnational Project Meeting	8	5710.0
4	Final Transnational Project Meeting	11	6490.0
Total		45	26290.0

Project Results

Result ID	Output Title	Category Of Staff	N° of Working Days	Grant
1	Project Results Details (1)	Teachers/Trainers/Researchers	29	6989
1	Project Results Details (1)	Teachers/Trainers/Researchers	19	4579
1	Project Results Details (1)	Teachers/Trainers/Researchers	72	9864
1	Project Results Details (1)	Teachers/Trainers/Researchers	72	5328
1	Project Results Details (1)	Teachers/Trainers/Researchers	52	7124
1	Project Results Details (1)	Teachers/Trainers/Researchers	10	2410
1	Project Results Details (1)	Technicians	15	2850
1	Project Results Details (1)	Teachers/Trainers/Researchers	33	4521
2	Project Results Details (2)	Teachers/Trainers/Researchers	35	8435
2	Project Results Details (2)	Teachers/Trainers/Researchers	19	4579
2	Project Results Details (2)	Teachers/Trainers/Researchers	22	3014
2	Project Results Details (2)	Teachers/Trainers/Researchers	41	3034
2	Project Results Details (2)	Teachers/Trainers/Researchers	36	4932
2	Project Results Details (2)	Teachers/Trainers/Researchers	16	3856
2	Project Results Details (2)	Teachers/Trainers/Researchers	24	3288
3	Project Results Details (3)	Teachers/Trainers/Researchers	15	3615
3	Project Results Details (3)	Technicians	25	4750
3	Project Results Details (3)	Teachers/Trainers/Researchers	17	4097
3	Project Results Details (3)	Teachers/Trainers/Researchers	10	2410
3	Project Results Details (3)	Teachers/Trainers/Researchers	24	3288
3	Project Results Details (3)	Teachers/Trainers/Researchers	40	2960
3	Project Results Details (3)	Teachers/Trainers/Researchers	27	3699
3	Project Results Details (3)	Teachers/Trainers/Researchers	16	2192
Total			669	101814

Multiplier Events

Event ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Virtual Participants	Grant
1	Multiplier Event in Denmark: The GREEN-IN	Denmark	30	0	0	3000.0
2	Multiplier Event in Greece: The GREEN-IN	Greece	30	0	0	3000.0
3	Multiplier Event in Turkey: The GREEN-IN	Turkey	30	0	0	3000.0
4	Multiplier Event in Portugal: The GREEN-IN	Portugal	30	0	0	3000.0
Total			120	0	0	12000.0

Budget per Participating Organisation

Humblebaek Skole (E10269304 - Denmark)

Project Management and Implementation	12000.0
Transnational Project Meetings	6080.0
Project Results	31138
Multiplier Events	3000.0
Total grant	52218

SDG WORLD (E10268963 - Denmark)

Project Management and Implementation	6000.0
Total grant	6000.0

CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)

Project Management and Implementation	6000.0
Transnational Project Meetings	8010.0
Multiplier Events	3000.0
Total grant	17010.0

GAZIANTEP UNIVERSITESI (E10203447 - Turkey)

Project Management and Implementation	6000.0
Multiplier Events	3000.0
Total grant	9000.0

Foundation for Empowering Gender Equality (E10112405 - Malta)

Project Management and Implementation	6000.0
Transnational Project Meetings	6490.0
Total grant	12490.0

VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)

Project Management and Implementation	6000.0
Transnational Project Meetings	5710.0

Project Results	27011
Total grant	38721

ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)

Project Management and Implementation	6000.0
Project Results	43665
Multiplier Events	3000.0
Total grant	52665

Timetable

Note that transnational project meetings, production of project results, multiplier events and learning, teaching and raining activities will be listed in this table automatically once you have created them in the dedicated section of the form. You can create other relevant activities that do not receive specific support but are funded by the Project Management and Implementation grant and add them to the table.

ID	Activity Type	Starting period	End of Period	Activity Title
1	Multiplier Event	2023-06	2023-11	Multiplier Event in Denmark: The GREEN-IN
2	Multiplier Event	2023-06	2023-11	Multiplier Event in Greece: The GREEN-IN
3	Multiplier Event	2023-06	2023-11	Multiplier Event in Turkey: The GREEN-IN
4	Multiplier Event	2023-06	2023-11	Multiplier Event in Portugal: The GREEN-IN
5	Project Results	2022-09	2023-06	GREENIN - e-Teaching about green entrepreneurship and innovation
6	Transnational Project Meeting	2021-12	2023-12	First Transnational Project Meeting
7	Project Results	2021-12	2022-03	GREENIN - e-Learning about green entrepreneurship and innovation
8	Project Results	2021-11	2023-11	GREENIN online platform

Other Relevant Activities in the Timetable

Do you want to add other relevant activities not yet included in the timetable and that do not receive a specific grant but can be funded from the Project Management and Implementation grant?

No

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Humblebaek Skole (E10269304 - Denmark)

Applicant organisation OID	Legal name	Country
E10269304	Humblebaek Skole	Denmark

Applicant details

Legal name	Humblebaek Skole
Country	Denmark
Region	Sjælland
City	Humblebæk
Website	https://humblebaekskole.aula.dk/

Profile

Type of Organisation School/Institute/Educational centre – General education (primary level)

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

Humblebæk School is a traditional Danish public school dated in 1907, with 600 students and 75 employed educators, management, and administration. Humlebæk School is part of Fredensborg Municipality's school system with 6 large schools located in Nord Sjælland. The school is an integral part of the city's life, and children, young people, and adults also come outside school hours and use the school's inspiring environment. The school is characterized by a large and active parental commitment. The school has two departments, and an associated after-school program, together they actively involve the local areas in the teaching and after-school programs. The school has a professional and inspiring learning environment based on strong relationships, clear ambitions, and education that develops the individual student professionally and personally and contributes to a strong community. Humlebæk Skole has a learning environment with high aspirations and a committed community based on well-being, happiness, and self-esteem. The school's three values – ambition, education, and community – are common pointers that ensure the best conditions for the students' further education. As a workplace, the school is continuously working to develop. The school is curious and ambitious on behalf of its students and is committed to creating the best framework and learning for its students

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Humblebæk School and Fredensborg Municipality have for many years worked to ensure that all children and students in the primary schools in the municipality gain knowledge, concrete competencies, and experiences in working with the UN Sustainable Development Goals, including "Green Policy", project-organized teaching, action learning, innovation, digital education, and 21-century skills to gain a personal experience of making a difference in the world. At Humlebæk School, "Green Policy" and the UN Sustainable Development Goals are central and manifest in the form of training of employees, courses, and projects, just as the school has for many years worked with digital education and competencies. The school

finds that working with the UN Sustainable Development Goals, climate and sustainability turns on students' interest and commitment and thus makes them want to learn and act about these issues. Among teachers and other pedagogical staff, there is a great interest in including virtual learning, "Green Policy" and the SDGs in the teaching. The work on "Green Policy" and the SDGs among the students also provides a unique entry point to strengthen innovation and practical education in primary school, and connect the academic and practical subjects more closely. And thus, help to make more students feel like learning, entrepreneurship, and experiencing success in their lives. In the last year, because of corona restrictions, the school has gained extensive experience with virtual teaching/learning. The city council has decided that Fredensborg Municipality should be a municipality that takes the UN Sustainable Development Goals seriously, even when it comes to action. Among other things, the city council has adopted an ambitious plan "Green Policy", so that the municipality becomes a pioneer in the efforts to meet the SDGs. Fredensborg Municipality invests heavily in the development of learning environments that support the competencies of the future based on four benchmarks for the future school in Fredensborg Municipality including Humlebæk School: • Competencies for the future - formation • A digital future – understanding and mastery • The creative person – creativity and innovation • School in the world - open school The pointers have set the direction for Humlebæk School's development. All students must leave school as able-life people with skills in the classical professional disciplines such as Danish, Mathematics, and Science. But also, with skills that enable them to act in a future society and labor market that will be characterized by changeability, advanced technology, and collaboration in physical and virtual networks both locally and globally. Humlebæk School has a qualified team consisting of 75 trained leaders, teachers, and educators, with high professional qualifications and great maturity and experience in the implementation of many projects, both local and global learning-, and development projects. General manager Jan Niemeier is visionary and innovative and has extensive experience in leading and implementing major school development projects through his 40-year work in the school field as a teacher and headteacher. The school is organized in networks and teams as follows: School Board Management team (education, inclusion, development, administration) Professional team (Danish, mathematics, social studies, creative subjects) Interdisciplinary team (SDGs, Green Politics, Digital Education, 21 Skills) Student council Inter-municipal development networks (leaders and teachers from 6 schools) A network will be formed to select key employees/students from the relevant teams and with the necessary qualifications to carry out the project, which together with Jan Niemeier is locally responsible for the project. The experience of the project will be continuously shared in inter-municipal management and learning networks among the 6 schools, and the goal is a joint municipal implementation (4,500 students)

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects

No past participation has been found for Organisation ID: E10269304

Partner Organisations

Partner organisation OID	Legal name	Country
E10268963	SDG WORLD	Denmark
E10059439	ADVANCIS-BUSINESS SERVICES, LDA	Portugal
E10203447	GAZIANTEP UNIVERSITESI	Turkey
E10233158	CENTER FOR EDUCATION AND INNOVATION	Greece
E10065403	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS	Austria
E10112405	Foundation for Empowering Gender Equality	Malta

SDG WORLD (E10268963 - Denmark)

Partner organisation details

Legal name	SDG WORLD
Country	Denmark
Region	Hovedstaden
City	Hørsholm
Website	www.sdgworld.org

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

We experience that there are countless good knowledge portals about the UN Sustainable Development Goals, but also that there is a need for a targeted networking and partnership forum a “UN matchmaking/dating platform” that makes it easy for organizations to find and enter into SDG partnerships, seek and achieve crowdfunding for sustainable business and projects that create “action” and concrete SDG/sustainable solutions. We also find that there are still rigid prejudices between sectors, for example some NGOs view companies as only interested in profit, and on the other side there exists a dominant corporate image of NGOs as philanthropy and activism. We want to break down these rigid representations through co-creation, partnerships, and crowdfunding. Borrowing from Socrates’ declaration “He who wants to change the world must start by changing himself through the essential” (360 BC), we the five founding partners (2 NGOs and 3 companies) take the lead into cooperating against sectors and silos for the longer term. And at the same time create a partnership platform, where civil society organizations, companies and public organizations can meet in concrete projects and collaborate on the realization of Agenda 2030. The founding/collaborating partners in SDG WORLD include the following: Crossing Borders (CB): CB is an NGO working globally to empower and educate people. Award-winning NGO in the field of doing projects and workshops around the SDGs and civil rights. Works in Europe, Scandinavia, Asia, and Africa through support from among others the EU, Nordic Council, and the Danish Government. Crossing Borders has been in existence since 1998. Read more about CB here: <https://crossingborders.dk/> Promentum: We are medium-size management company that brings years of experience in educating and guiding project leaders from both the private and public sectors. And with their recently launched SDG project leader education for people working in the public, NGO, and private organizations, Promentum now brings a rich wealth to this new inter-sectoral partnership. Read more about Promentum here: <https://promentum.dk/> Civil Connections Community Foundation (CCCF): Civil Connections works with

social entrepreneurship in Denmark, the Nordics, Europe, and Africa. The organization's projects span from supporting entrepreneurship and startups to sports and other creative activities to support communities towards empowerment. We have a big network and knowledge in fundraising and developing projects globally. Read more about Civil Connections here: <https://civilconnections.org/> Old Friends Industries: Founded by Jens Larsen a storytelling researcher, entrepreneur, and advisor. Has long experience creating SDGs projects across educations, Municipalities, civil society, and business. Co-founder of the American True Storytelling Institute, and co-author of the "True Storytelling – Seven Principles for an Ethical and Sustainable Change-management Strategy". Read more about OFI here: <https://oldfriendsindustries.com/> Alstrøm Consulting: We have years of experience in creating networks and projects between business, governmental departments, NGO's and educational systems to support sustainability, creates jobs and contributing to social well-being. The leader – Jesper Alstrøm has headed public schools, leader advisor, Master Business Coach, and co-founder of School In Reality.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The core of SDG WORLD's activities, experience and relevance within the European Union framework of projects lies in the answers to two questions: Firstly, how do we, as a country, company, NGO, public institution, groups of individuals, or a single individual support sustainable development in the world, especially in developing countries, but also in our immediate local communities? And secondly, how do we break down sectoral and belief barriers and silos, and implement cross-sectoral partnerships between civil society, the private sector, and the public sector? Our answer is that we have created a platform for cross-sector actors to meet, connect, and match their ideas to build projects and activities that contribute to sustainability the SDGs in general. And we also internally design and implement activities/services that support these cross-sector partnerships to succeed. These activities/services include the following: Support to matchmaking: We know that we are not the first to suggest that the SDGs are best reached in partnership, and that it is difficult to start partnerships and networks out of the blue. That is why a central part of SDG WORLD is in supporting our members and other interested parties with matchmaking both as a part of their membership package and as a service one can subscribe to separately. Read more about this here: <https://sdgworld.org/help-matchmaking/> Courses and trainings: In continuation of the above, we run courses and trainings on most of the aspects surrounding the SDGs, partnerships, and sustainable organizational development. And specifically, on the topics listed under advisory services above. As a member, one has access to a certain number of courses per year after which one can gain admission to extra courses after agreement. Read more about the current offers here: <https://sdgworld.org/our-courses/> Events and workshops: We also in support of our ambition to facilitate SDGs realization run workshops and events for members where the emphasis is on sharing knowledge, good practices, ideas, networking, as well as giving a platform to members to showcase their work with the SDGs. Read more about our upcoming events and workshops: <https://sdgworld.org/workshop-events/> Advisory and process consultation support: SDG WORLD builds on a huge network of experts from across all professional fields and stages of organizational journeys with the SDGs. Anchored in this wealth of expertise, we offer our members advisory and consultative support in the following areas: Management and organizational development, vision, and strategy SDG Mapping, sub-targets, and indicators Value clarification and philosophical dialogue (Protrectic) True Storytelling, 7 Principles Project management Communication Mobilization and implementation Motivational talks on how to start with the SDGs. Supporting with donations to members and innovative projects: We have ambitions to start a granting scheme to support SDG projects supportive projects this bring impact to local communities as a way of contributing to the realization of the Goals. The funding here will come from two sources: We use 20% of all member fees to build a buffer that ends up into a fund. We are continually mapping out and seeking partners that want to fund SDGs projects to go through our network to achieve this. And we have a wide geographical coverage. We work with NGOs, public institutions, and businesses in the Nordic region, Europe, Africa, Asia, the Caucasus, USA, South America and the Middle East. We have the network, experience, and knowledge to help you create a successful SDG/sustainability related project with local or global partners.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects

No past participation has been found for Organisation ID: E10268963

ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)

Partner organisation details

Legal name	ADVANCIS-BUSINESS SERVICES, LDA
Country	Portugal
Region	Norte
City	PORTO
Website	www.advancis.pt

Profile

Type of Organisation	Small and medium sized enterprise
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Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Advancis (ADV) is a consultancy and certified training company centred in Education and People Management. SERVICES AND ACTIVITIES The company's intervention is focused on 3 areas: > Research & Development ADVANCIS engages in R&D projects in the areas of Learning and People Management & Leadership, cooperating with national and international partners to support the development of new knowledge, processes, products and services. New curricula design for higher education, school education and vocational training New educational products, namely digital contents and learning games > Empowerment ADVANCIS offers innovative lifelong learning opportunities - training, workshops, seminars - and consultancy support for educators and managers based on state-of-the-art knowledge and methodologies, covering a wide set of areas in the fields of Learning and People Management & Leadership. New learning approaches, methodologies and tools Implementation of project-based pedagogical models New leadership models and people management approaches and tools Design facilitation of people's management processes > Resources ADVANCIS offers innovative learning resources in a number of specialized areas to support innovation in learning. Learning Games Learning ebooks Toolkits RECENT ACTIVITY Advancis has organised over 30 learning activities and events, with more than 1.200 participants in the past 3 years. Most of these activities (80%) were targeted at educators, covering areas like XXI Century Learning, Design Thinking in Education, Playful Learning, Digital Learning Games and eBooks, Storytelling Applied to Education, Project-Based Learning, Leadership, among others. The company has established an important cooperation with KAOSPILOT (Denmark) through which Advancis is now Programme Partner. Advancis also supported the creation of a new school (pre-school and primary level) with a project-based methodology, namely by helping define the learning approach and support its implementation. Advancis was involved as coordinator and as a partner in several Erasmus+ projects focused on the development of new learning approaches and tools, like learning games, ebooks and others, and of new leadership approaches. A few examples include: - OnTheMoneyTrail – Interactive eBook for financial education - WaterWorldAdventure - Interactive eBook to improve the Ocean Literacy of Kids (www.waterworldadventure.eu) - KidVenture - Increasing the entrepreneurial culture of children through gaming - WeAreEurope – Creating a Cohesive Europe (www.wreurope.eu) - MONEY MASTER – Improving Financial Literacy Among Youngsters (using a serious game) (www.moneymy.eu) - D-Think – Design Thinking Applied to Education and Training (www.d-think.eu) - Artful Leadership: developing the new generation of servant leaders through arts – (www.artfulleader.eu) - T-Story – Storytelling Applied to Training (www.tstory.eu) TEAM AND PARTNERS Advancis has a very experienced staff, with strong competences in: - psychology of education - project-based learning and other learning methodologies - storytelling - people management - business management - lifelong learning - R&D - programming (coding) - design - International cooperation - financial management of national and international co-funded projects The company also relies in a capable network comprised of universities, schools, associations, among others, at national and international levels, including: - Católica Porto Business School (Portugal) - University of Aveiro (Portugal) - Scholé – Kindergarten and Primary School (Portugal) - MarketAccess – Specialists in Internationalisation (Portugal) -

KAOSPILOT (Denmark) - University of Western Macedonia (Greece) - Early Childhood Education Dpt. - Erasmus Centre for Human Resource Excellence of Rotterdam University (Netherlands) - Rotterdam School of Business (Netherlands) - Fundación General Universidad de Granada Empresa (Spain) - Fondazione ISTUD (Italy)

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

ADV has solid competences and experiences in school education and in the development of pedagogical materials in general, for different age groups and covering different topics and disciplines. It also has experience with the development ICT based learning solutions and storytelling. One such example is project MoneyMaster (www.moneymaster.eu), co-funded by LLP KA3 ICT, coordinated by ADV. Others include: WeAreEurope (www.wareurope.eu), WaterWorldAdventure (waterworldadventure.eu), MoneyQuest (www.moneyquest.eu); SpaceGuardians (www.spaceguardians.eu), etc ADV is also well experienced and competent in 2 other areas important for the project - research and dissemination: • ADV has a good track record in research activities. ADV is also a recognized partner for the Erasmus Centre for Human Resource Excellence of Rotterdam University with which cooperates regularly in research activities. • ADV has experience with defining and implementing dissemination strategies. As a business consultancy and training company, ADV deals on a daily basis with marketing related issues, with organising events (seminars, workshops, training activities, etc.), and thus has strong competences in dissemination related aspects. ADV is also responsible for leading the dissemination activities in several projects (www.d-think.eu, www.artfulleader.eu, www.wareurope.eu). The participation of ADV in the project will be coordinated by a Managing Partner of the company and comprised of 3 elements. Other ADV collaborators will participate in administrative and technical tasks as needs arise. > Gonçalo Meireles Five-year degree in Business Management. Currently Managing Partner of Advancis. More than 15 years-experience in business consulting in the areas of entrepreneurship, innovation, strategic planning and internationalization. Course in gamification by Pennsylvania University. More than 10 years as a certified trainer in the areas of innovation and entrepreneurship. Has coordinated teams involved in several EC funded projects: EC EQUAL Initiative, Lifelong Learning Programme, R&D Framework Programme, and was the management coordinator of the LLP projects SPIN-UP -Entrepreneurship Training and Coaching for University Spin-Offs and MONEY MASTER - Improving Financial Literacy Among Youngsters. Publications: Bratitsis, T., Meireles, G., Neto, C. (accepted). WeAreEurope: an online game for European Citizenship Education for Primary School. 11th European Conference on Games Based Learning (ECGBL17) Bratitsis, T., Tsolopani, I., Ioannou, M., Nedelkou, O., Meireles, G., Neto, C., Bartzakli, M. (2016). Primary school students as EU citizens: Designing a theoretical framework and an online educational game. 10th Pan-Hellenic and International Conference Resvani, V., Bartzakli, M., Bratitsis, T., Meireles, G. (2017). We Are Europe: An Online Educational Game for Promoting European Citizenship Ideas to Elementary School Students. CiCe Association Conference 2017 – Reaffirming citizenship education in an uncertain world > Isabel Gomes Ph.D. in Psychology from the University of Porto. Experienced professional in higher education (10 years), adult education and training (19 years), research in Education (15 years) and external advice in EU-funded projects (4 years). Currently working as a project manager at Advancis. Team member in Erasmus + projects: Certificate in University Social Responsibility Auditing (Key Action: KA2) and University Meets Social Responsibility (Key Action: KA2). Recent publications: Menezes, I., Coelho, M., Amorim, J. P., Gomes, I., Pais, Sofia, Coimbra, J. L. (2018). Inovação e compromisso social universitário: a universidade "e o chão que ela pisa". In Aurelio Villa Sánchez (Eds.), Tendencias actuales de las transformaciones de las universidades en una nueva sociedad digital (pp. 395-407). Vigo: Foro Internacional de Innovación Universitaria. Wallace, M., & Resch, K. (Eds.) (2017). Guidelines for Universities Engaging in Social Responsibility. Intel

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Adult education staff mobility (KA104)	3	2	0	0
Strategic Partnerships addressing more than one field (KA200)	0	0	2	1
Strategic Partnerships for school education (KA201)	6	1	50	17
Strategic Partnerships for vocational education and training (KA202)	0	0	13	1
Strategic Partnerships for higher education (KA203)	3	2	4	0
Strategic Partnerships for adult education (KA204)	2	1	11	4
Strategic Partnerships for youth (KA205)	1	0	9	1
Strategic Partnerships for adult education (KA226)	0	0	5	0
Strategic Partnerships for youth (KA227)	0	0	1	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

GAZIANTEP UNIVERSITESI (E10203447 - Turkey)

Partner organisation details

Legal name	GAZIANTEP UNIVERSITESI
Country	Turkey
Region	Gaziantep
City	GAZIANTEP
Website	www.gantep.edu.tr

Profile

Type of Organisation	Higher education institution (tertiary level)
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Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The city of Gaziantep is the largest commercial and industrial center in western southeast of Turkey, With a history of almost three thousand years that s' is built by great civilizations like the Akkadians, Hittites, Assyrians, Babylonians, Urartians, Persians, Macedonians, Romans, Byzantines, the Sassanids, Arabs and finally the Turks; Gaziantep took advantage of all those civilizations that have contributed in their own way to the socio-economic and cultural development of the city and its outskirts. The importance of the economic and socio-cultural fields of the city and it region as is that from the beginning of its history, is still one of Gaziantep crucial centers in historic Silk Road. Now, Gaziantep Region , clearly benefits from this history in economic, social and cultural heritage. Overview Gaziantep is the largest trade and industrial center in the west of Southeastern Turkey. Culturally and socioeconomically, it is the most developed city in the region. Requires modernization and development reinforced by contemporary science and highly advanced technology to catch up to the late vis -a -vis other cities and regions of Turkey. The graduates of the Gaziantep University (GAUN) and other universities face great obstacles in finding jobs according to their qualifications or specialties and disciplines, and the difficulties of employability is noticed by no adaptation between graduates / the contents of curricula's with the Jobs profile in the local labor market. It is for that, Gaziantep university aims to propose a project promote the adaptation (graduates vis- a- vis labor market needs), and requires a strategic partnership with Europeans universities and organizations for benefiting of their experiences in this field (www.gantep.edu.tr). The population is Gaziantep University is more than 45.000 student with the 5000 students from approximately 100 different countries from all over the world. Our university is a higher education institutions (university and public body), having diffrenet departmentsd like Target Technology Transfer Office, European Union Research Centre, Social Involvement Projects Centre and 28 Faculty in Gaziantep province. The University of Gaziantep was founded as a state university in 27 June 1987, but higher education on campus began as early as 1973 when the institute was an extention campus of the Middle East Technical University. The main campus is located at Gaziantep with its extention campuses situated in the neighbouring cities and districts of Adiyaman, Kilis, Nizip, Oguzeli, Besni and Gölbaşı. Objectives The University of Gaziantep having also Erasmus Charter for Higher Education (ERAPLUS-ECHE), has always tried to train its students as enlightened, research-minded, scientifically oriented graduates of good character. The main objectives of the University are: - Cultural, scientific, technical, medical and vocational education and training, - Fundamental and applied research, - Development of perspectives with respect to social issues, responsibilities and ethics, - Technical, scientific and cultural exchanges with similar institutions at national and international levels, - Professional adaptation to our rapidly changing society and the world in general, with particular attention to European Higher Education Area, - Contribution to the development of Turkey. Website: gantep.edu.tr

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Gaziantep University as a higher education institution has the same target group for the project. Our university that has related departments for the project in Economic and Administrative Sciences Faculty and Education Faculty has been implementing several EU funded projects, also depending on school education and “green” topic in different field of projects like adult, youth. In this content, we can provide (i) coordination and network between schools and (ii) work on academically for programme development and “green” issue related to being a higher education institution. Key staff involved: Mrs. Dr. Filiz ÇAYIRAĞASI: Phd in department of business from Gaziantep Hasan Kalyoncu University in 2016. Çayırağası is currently working as an assistant professor in Faculty of Economics and Administrative Sciences at Gaziantep University. Çayırağası is involved in many projects as coordinator and researcher. Her academic research interests focus on International Marketing, Green Marketing, Strategies Arising From The Use Of Information Technologies In Marketing (Contextual Marketing), Relationship Marketing Strategy, International Competition Power, Social Capital Concept, Corporate Social Responsibility, Sustainable Environment, Role Of Sustainable ICT Exports In Co2 Emissions. Mr. Dr. K. Kaan BÜYÜKİKİZ: He graduated from the the department of Turkish Language Teaching Atatürk University Kazım Karabekir Faculty of Education in 2002. He worked as a Turkish Language and Literature teacher at Erzurum Nevzat Karabağ Anatolian Teacher High School between 2002-2004. In 2004, he started as a Research Assistant in Gaziantep University, at Gaziantep Faculty of Education, Department of Turkish Language Teaching. Büyüükikiz is currently working as an as dr associate professor Faculty of Education, Department of Turkish Language Teaching at Gaziantep University. His academic research interests focus on Turkish education, teaching Turkish to foreigners and children's literature, and gives trainings and seminars in this field. He was took part and completed as success to the UNICEF, PICTES, Ministry of Education, German International Cooperation institution projects etc. in many projects. Mrs. Lecturer Şehnaz SAKICI: She is university lecturer directly working with the rectorate She is Phd student in business administration (management and organization), has now experienced on working in a higher education institution by projects in many NGOs and institutions like British Council Turkey and in many EU funded projects. She has a certificate for PCM from the coordination with EU and Ministry of Labour and Social Security. Her working area is mainly on Erasmus Plus Projects (Adult, VET and Higher Education), CFCU and IPA, management and organization, personnel development, social responsibility, civil society, project cycle management. She has been implementing several projects as coordinator and researcher. Lecturer Mr. İbrahim Halil KORKMAZ: He is a lecturer in the Logistics Department of İslahiye Vocational School of Gaziantep University, Turkey. He earned his B.S. in Business Administration Department at Gazi University, MSc and Ph.D. in Business Administration from Gaziantep University. He has published journal and conference papers, chapters and a book. His research interests include logistics, supply chain management, entrepreneurship, leadership and innovation

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Youth mobility (KA105)	1	0	0	0
Strategic Partnerships for school education (KA201)	1	1	4	1
Strategic Partnerships for vocational education and training (KA202)	10	2	7	3
Strategic Partnerships for higher education (KA203)	10	2	8	2
Strategic Partnerships for adult education (KA204)	9	4	5	2
Strategic Partnerships for youth (KA205)	2	0	3	1
Higher education student and staff mobility between Programme and Partner countries (KA107)	3	3	0	0
Higher education student and staff mobility within programme countries (KA103)	6	6	0	0
Strategic Partnerships for adult education (KA226)	2	0	6	0
Strategic Partnerships for youth (KA227)	1	0	1	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)

Partner organisation details

Legal name	CENTER FOR EDUCATION AND INNOVATION
Country	Greece
Region	Θεσσαλία (Thessalia)
City	VOLOS
Website	

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

INNOVED is a Greek educational and consulting organization merely focusing on knowledge and innovation transfer in the broader fields of education, lifelong learning and training; entrepreneurship and employment aspects; non formal learning and training methods with the usage of modern technologies. The main mission of INNOVED is the promotion of knowledge, educational practices and opportunities to the cultural and economic development of the local community and wider society. In order to accomplish its mission, INNOVED is operating in order to achieve to encourage, support and promote the innovative spirit in various areas such as: - Education and Training - Social inclusion and intercultural dialogue - Innovative methodologies and practices around the entrepreneurial mindset - Disabilities and empowerment - Non formal practices in education and training provision. InnovED emphasizes on the social inclusion of disadvantaged and marginalized groups and the overall empowerment of individuals through the provision of innovative and integrated educational solutions tailored to meet the explicit needs of the various groups. More particularly the organization focuses on the activating participation of interested parties with different backgrounds on initiatives that entitle people to a better future (whether professionally or at a personal level) through self-empowerment. InnovED aims at being known for its devotion and professional commitment to excellence. The organizational focal point is to strengthen its cooperation, increase human resources, upgrade and utilize existing human resources, attract parties that who are in need of support and guidance as well as structure and increase participation in initiatives to the end users' best interest. Through its intensive activation of its staff members, INNOVED represents a broad and extensive network of various organizations and stakeholders that are covering all the areas of the modern social and business life considering as cooperating organizations: - Universities - Training organizations, VET Centers, - Municipalities (Municipality of Larissa, Municipality of Skiathos, etc.), - Regional Authorities (Region of Thessaly), - Private Schools, - Chambers, Associations of Enterprises (Thessalian Association of Business Enterprises) Our main area of activities covers the design of specialized trainings, the development of new learning methodologies and professionally prepared curriculums supported through a series of well integrated pilot procedures and evaluation (quality) approaches. The members of the research staff have participated in a great variety of research programs in various European funding schemes (H2020, Interreg, Erasmus+, etc.) and regional innovation projects' initiatives (ERDF, ESF). The organizational objective is the development and the implementation of a broader spectrum of international educational initiatives that will enhance the broader community. More particularly the main goal of INNOVED is the design of internationalization strategies for creating opportunities for partnerships and knowledge alliances ensuring the active engagement participants in various forms of international initiatives (mobility, study courses, intercultural training, other). INNOVED offers a wide range of services. These comprise a range of integrated training, innovative and state of the art educational approaches as well as research opportunities through the implementation of various EU projects. Additionally, this broad spectrum of training and

educational services is further supported through the development of well-designed evaluation and assessment mechanisms.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

As far as project initiatives are concerned INNOVED is committed to the successful implementation of various European and International projects that can be used to serve the needs of various target groups at a range of levels and in a wide variety of contexts. In this perspective INNOVED is actively involved in national and European projects' initiatives that are merely related with the overall empowerment and the skills' enhancement of various target groups resulting to the increase of their employability. Through its experienced team, INNOVED plans to provide significant added value to the development of novel educational strategies and learning technics throughout the implementation process of the various projects. New, novel learning mechanisms including non-formal learning methods are designed to be part of the overall education process towards the overall enhancement and empowerment of the various vulnerable groups and the disadvantaged Youth groups (NEETs). In addition, and in order to ensure the successful overall implementation of the project the staff members will be in position to adopt integrated evaluation mechanisms that will secure the production of these planned projects' results (outputs) with high quality standards. INNOVED attempts to target towards the introduction of modern, innovative educational, training methods with the parallel planning and usage of new learning technologies. As part of the activities and the fulfilment of its targets the organization aims to reinforce individuals at local, regional, national and international level through innovative learning and practical pathways. Under this high qualitative and increasingly demanding educational environment, the organizational staff of INNOVED represents significant experience in terms of coordination and successful implementation of various activities. All the members of the team have long history in coordinating and participating in various projects with strong impact and sustainable long-term character in cooperation with various international agencies, academic institutions, NGOs, policy stakeholders and other bodies. The experienced and skillful team of INNOVED has participated with great success in a number of programs covering a broad range of various thematic fields such as social inclusion and disabilities, innovative educational material synthesis and promotion (in many cases solely tailored for people with unique characteristics and needs), training, entrepreneurship, employability, dual career and well-being. The role of INNOVED is to be a motivational generator of knowledge and self-empowerment that can be eventually reflected on the people's daily lives, changing paradigms through innovative mindset creation. In this sense, our vision is to aid society through individual support towards personal development and growth so that challenges that do come along are met and overcome. -Mr. Charalampos Samantzis is an expert in the field of European Project funding with significant experience as Project Coordinator in more than 100 projects. He is an expert on Lifelong Learning and broader educational aspects since he has been research expert in private Vocational Training Center while for more than 2 years has been the Managing Director of the Lifelong Learning Center of the University of Thessaly. - Ms. Eleni Vezali is a Researcher – Project Manager. Ms. Vezali has brought along her wide scale of experience in running and successfully implementing E.U. projects having participated in more than 70 initiatives herself. Mrs. Vezali provides a wide range of assistance given her studies in Applied Economics and Finance, also with emphasis on green entrepreneurship. -Ms. Dimitra Printziou works for INNOVED with its establishment as a Researcher-Project Manager given her expertise and wide experience is implementing project initiatives. She has been part in various initiatives such as DG employment, Erasmus+, EASME and more.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	3	1
Strategic Partnerships for vocational education and training (KA202)	0	0	8	1
Strategic Partnerships for higher education (KA203)	0	0	1	1
Strategic Partnerships for adult education (KA204)	0	0	5	0
Strategic Partnerships for youth (KA205)	0	0	3	0
Strategic Partnerships for adult education (KA226)	0	0	8	0
Strategic Partnerships for youth (KA227)	0	0	5	1

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)

Partner organisation details

Legal name	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS
Country	Austria
Region	Wien
City	WIEN
Website	www.vaev.at

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Vienna Association of Educational Volunteers (V.A.E.V.) is a non-profit organization, which aims to provide supporting services to all education staff and organizations. We give all educators access to support services in their workplace and outside. We recognize everyone as a person as well as a professional. VAEV was established to meet the need for a professional volunteer training organization. It focuses on student achievement and provides genuine professional benefits to empower educators through assisting them in acquiring knowledge and developing their skills and competences for professional and personal success. VAEV's focus is to provide peer mentoring and coaching as well as educational and career opportunities young people from lower socio-economic background. We aim to spread commitment to peace, democracy, diversity, and inclusion; contribute to non-violent processes of conflict resolution within the Europe by providing competences, skills development to those who need. Our vision is to support schools, youth centers, parental organizations and relevant educational institutions by assisting building up and spread necessary curriculums that fit to needs of students from low socio-economic background. We also provide non-formal educational and voluntary based opportunities for disadvantaged students to give a chance to be educated, to learn, to be guided along a career path and social life. VAEV cooperates with other NGOs and social organizations to promote policy changes for improvements of access to welfare. The scope of the association is to provide flexible extracurricular education programs and coaching. It has oriented its services toward the main guidelines and priorities stressed out by the European Commission. Focus is given to skills training and initiatives that will enable students to be active in education and social life.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

VAEV actively participate extra-curricular education and inclusion activities in Austria. We share our human resources (mostly youth volunteers) to attend activities in primary and secondary schools, youth centers and clubs. VAEV Team encourage the sharing of our strengths and provide services within a framework of sustainable development of the addresses. VAEV worked on actively on the following activities related to this project topic: - Resilient affordable eco-school training Aim: prepare schools to become eco-schools and make students ecology resilient Activities: 1. Ecology benchmarking methodology and tools for schools 2. Training material on the specific ecology topic Topic 1: Keep the air clean Topic 2: Green travel Topic 3: Safe food Topic 4: Recycling waste Topic 5: Food waste Topic 6: Energy consumption Topic 7: Climate Change 3. Example activities to explore teaching material through hands-on experiences with students 4. Supportive videos VAEV develops & uses learning management system (LMS) to provide online learning in different topics and develops mobile applications of LMS content with visual tips, e-books, self-assessments and

whiteboard animation videos. Most of the projects or activities delivered via: Non-formal training courses Professional and academic coaching Seminars on diverse topics Consultations on social projects Open educational resources E-learning platforms Social inclusion activities of the youth groups Yolanda OYUELA: She coordinates the trainings and seminars of the VAEV. She has experience about non-formal education methods, volunteering, and teaching skills. She has given many trainings on social inclusion of migrants and refugees, cultural heritage, diversity, and social upskilling. She has expertise about evaluation, monitoring and reporting of educational activities. She has teaching qualifications and experience in organization and conducting of the trainings. Marco ROUX: He holds a Master of Arts in Human Rights from the University of Vienna, as well as a master's in Politics and Government where he focused on education policies for migrant children and adolescents. He has collaborated in projects in the fields of human rights and education providing capacity building workshops and trainings on employability skills for youth. Has also worked in higher education in Latin America in the fields of inter-institutional cooperation and employability serving as a bridge between university students and the public, social and productive sectors. Sara GUDALOVIC: Holding a Bachelor of Arts degree in education. Has previously worked in youth organizations where she was responsible for cross-cultural educational and professional exchanges. Coached Austrian youth in order to increase their employability potential. Provided workshops on topics like CV creation, application writing and interview preparation. Besides that, worked as an HR manager, focused on recruitment and integration of new employees and volunteers in the organization. Has knowledge in creating informational and educational materials both for educational and promotion purposes. Francesca BUCCIONE: Her academic background in foreign languages and international cooperation has marked and defined her professional and personal development: she has gained skills in project writing and volunteers' coordination thanks to her long-standing involvement in European programmes and non-governmental organizations. She has collaborated in several KA1 projects both as a project writer and as a facilitator as well as in ESC long-term projects. Thanks to the mentioned experiences, she has developed a strong ability in working in a multicultural environment, by coordinating events as well as local and international volunteers. She is responsible for volunteering projects drafting, implementation, budget preparation, risk management and reporting.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	3	0	32	4
Strategic Partnerships for vocational education and training (KA202)	1	0	22	2
Strategic Partnerships for higher education (KA203)	0	0	3	0
Strategic Partnerships for adult education (KA204)	4	0	57	10
Strategic Partnerships for youth (KA205)	8	0	54	7
Strategic Partnerships for adult education (KA226)	1	0	12	1
Strategic Partnerships for youth (KA227)	1	0	8	0

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Foundation for Empowering Gender Equality (E10112405 - Malta)

Partner organisation details

Legal name	Foundation for Empowering Gender Equality
Country	Malta
Region	31046858
City	Kirkop
Website	www.ffege.org

Profile

Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The International Integrity Foundation (IIF) was established in 2015 in Malta. Its aim is to support and empower people and communities to build for themselves better lives, more sustainable and inclusive societies. IIF does this through various multi-sectoral initiatives that address social, economic, cultural or environmental issues that impact our daily lives. Strong emphasis is put on promoting and supporting the development of a culture of personal and collective growth, of intergenerational and intercultural dialogue, of exchange of experiences and best practices, to ultimately inspire and empower citizens, civil society organisations and policy-makers to always strive to do better, for the longer-term and at a wider scale. IIF counts on a team of 5 professionals with backgrounds in economics, finance & business administration, legal & EU affairs, sustainable development and communications.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

IIF is currently a partner in the Erasmus+ project „SMALL COMPANIES CARE ABOUT EMPLOYEE SATISFACTION” (SATISF_ACTION!) running up to September 2022. Undertaken by 6 partners from Poland, Spain, Malta, Czech Republic, Greece and France, this project aims to enrich the work-based learning offer for SMEs by designing, testing and disseminating an innovative and practical programme for managing employee satisfaction in small companies. IIF also initiated and coordinated during 2016-2017 the Erasmus+ youth project „WO-MENtrepreneurs“. The main aim of this project was to provide support, knowledge, techniques and tools to women aspiring to become entrepreneurs. The successfully achieved objectives were to create a network of advisors in entrepreneurship, to educate young women in accessing funds for start-ups and setting up businesses, and to add value to local economies by increasing youth entrepreneurship rates. Apart from the above, key IIF staff have been involved in various other initiatives related to strengthening the entrepreneurial and innovation skills and competences of students, employees and people in general, including in areas related to a greener, low-carbon and circular economy. Anamaria Magri Pantea is an economist with specialisation in finance and an MBA alumni of the Edinburgh Business School, UK. She has 20 years of experience in entrepreneurship, innovation and sustainable socio-economic development. Anamaria was the Malta National Contact Point and Management Committee representative for the EU's Eco-Innovation programme (part of the Competitiveness and Innovation Framework Programme 2007-2013). She was also a staff member of the European Institute of Innovation and Technology where she was in charge of overseeing the set up of the first 3 Europe-wide Knowledge and Innovation Communities (KICs) supporting entrepreneurial education and innovation for addressing climate change and more sustainable generation and use of energy. She is also regularly engaged by the European Commission, as well as national government bodies as an independent projects expert, evaluator and reviewer on topics of low-carbon and

circular economy. Anamaria has over 15 years experience as trainer and facilitator of workshops and action learning processes, having delivered a number of short courses, university study units and workshops on entrepreneurship and innovation, including in collaboration with the University of Malta, University of Oradea (Romania), Salford University (UK), the Mediterranean Academy of Culture, Tourism and Trade, Malta Innovation Summit, etc. In 2019, she also collaborated with a number of Maltese schools to organise and deliver 5 “Inspirational Leadership and Entrepreneurship” workshops for girls, initiative financed by the European Institute of Innovation and Technology and eSkills Malta Foundation. Katina Mladenova holds a Master of Arts in Law with a specialisation in International Law and a Bachelor of Arts (Hons) in International Relations with specialisation in EU Affairs and Cultural Integration from the University of Malta. She has over 10 years of experience in building local and EU funded projects and partnerships, including related to strengthening the innovation and knowledge economy, with a specific focus on support for entrepreneurship, SMEs and inclusive talent development. She has been working in various multidisciplinary environments and interfacing with young people, trainers, researchers and policy-makers. Leyla Javadova holds a Master of Arts in Public Relations from a Latvian University. She had an experience within a Multilingual Erasmus Exchange Program in Brussels mostly related to European institutions – their communication policy, European Lobbying, internal and external communication of European interests groups.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for vocational education and training (KA202)	0	0	1	1
Strategic Partnerships for youth (KA205)	1	1	1	1

I understand and agree that the National Agency can use the information it has about my organisation's previous participation to assess my organisation's capacity to implement activities under this application.

Project Description

Priorities and Topics

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

HORIZONTAL: Environment and fight against climate change

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

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

Please explain how your chosen priorities relate to the aims and objectives of your project.

Studies have shown that entrepreneurship education in Europe, even though it is growing the last few years, still needs to be improved (Bakar, Islam & Lee, 2015). Since school curriculums do not usually integrate green entrepreneurship education, our project aims to address this problem and provide a comprehensive learning approach and innovative tools that will stimulate green entrepreneurial mindsets from a young age. This project aims to educate and enlighten primary school students on the concept of green innovation and entrepreneurship through innovative practices and to foster their skills' acquisition. More specifically, this project's main objective is to familiarise students with the concepts of entrepreneurship and innovation, with the idea and importance of environmental protection, how it relates to entrepreneurship and the importance of these fields' merging into one, all these with the usage of digital tools. The acquisition of digital skills is significantly important in our technologically intense world. The recent COVID-19 pandemic led to a worldwide application of telecommuting and distance learning and highlighted the importance of being digital literate nowadays, in order to cope with everyday life situations under these circumstances. Digital literacy is one of the most important skills that need to be acquired in the 21st century and should be promoted more and be a part of every school curriculum worldwide. It is important that students get the proper digital education from a young age, since they can easier familiarise with the new technologies and integrate them into every aspect of their lives. The integration of digital tools in the learning process is equally important; it contributes to the individual development of the students, increasing their digital skills and has a long-term impact on the employability and productivity, leading to higher innovation rates and economic growth (Haelermans, 2017). The usage of ICT could help students to learn, while making the teachers and their teaching process more effective (Gil-Flores, Rodríguez-Santero & Torres-Gordillo, 2017). Conventional practices on education do not integrate digital tools into the teaching process and still constitute the biggest share of education worldwide. Our project aims to address this shortcoming and integrate digital tools into the learning process, familiarise students with their usage and further promote digital literacy. The project also focuses on the development of students' key competences from an early age, by fostering their entrepreneurial spirit, critical thinking and creativity and their involvement in social, economic and environmental issues. Entrepreneurship education is an effective way of increasing the number of young entrepreneurs that enter the economic activity and can influence young children to engage in entrepreneurial activities (Wei, Liu & Sha, 2019), while it has been linked to more active and responsible citizens (Marques & Albuquerque, 2012). At the same time, awareness about the environment and climate change is promoted and the students acquire skills in green areas that they can further exploit in their adult life and become factors of change. Environmental education is considered significantly important, since it creates a pro-environmental behaviour and fosters environmental protection (Varela Candamio, Novo-Corti & García-Álvarez, 2018). School curriculums do not usually integrate entrepreneurship education in their learning process, let alone green entrepreneurship and innovation. Our project aims to address this problem and provide a comprehensive learning approach and innovative tools that will promote green entrepreneurial mindsets from a young age. According to the European Commission, the development of entrepreneurial skills and entrepreneurial mindset are a competence that someone can acquire for life and therefore, entrepreneurship education should be a priority in school classrooms (EC

Please select up to three topics addressed by your project

Digital content, technologies and practices

Entrepreneurial learning - entrepreneurship education

Pedagogy and didactics

Project Description

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

Entrepreneurship education is a significant element in the education process, since it stimulates the entrepreneurial

mindset of the students and contributes to higher levels of entrepreneurship and economic growth (European Commission, 2006). Recently, a new generation of entrepreneurs has appeared, which combine entrepreneurship with sustainability, creating the concept of green entrepreneurship. The challenge of tackling climate change is one of the highest priorities globally, while the development of entrepreneurship is also promoted in the EU. The Erasmus+ Programme Guide promotes the implementation of projects concerning entrepreneurship education and the acquisition of entrepreneurial mindset from a young age. This project's main objective is to familiarise students with the concepts of green entrepreneurship and innovation, stimulate their green entrepreneurial spirit and interest them in engaging actively in this field, create and promote key competences all these with the usage of digital tools. The usage of ICT tools can help students to learn, contributing to their personal development and providing many benefits in the short and long-run, while making the teachers and their teaching process more effective (Gil-Flores, Rodríguez-Santero & Torres-Gordillo, 2017). The innovative digital education approach that our project promotes aims to replace the conventional educational approach and to create a more stimulating learning environment, while the innovative digital learning material will lead to a more effective educational process. The project's main target groups are the students of the last grades of Primary Education (aged 10-12) and their teachers, having a significant impact on them and benefiting them in more than one way. Green entrepreneurship education is not usually integrated in the classroom and in the learning process, especially this year: environmental education has been set aside even more, due to COVID-19. Our project aims to address this problem and provide a comprehensive learning approach and innovative tools that will promote green entrepreneurship education, even during the pandemic and social distancing. At the same time, the teachers will be introduced to the e-guide designed for them, which will raise their awareness in green entrepreneurial topics and provide them with teaching techniques which they can maintain and apply in their future careers. Usually, teachers do not get the necessary training on these topics, so our project aims to tackle this problem too and help them acquire the appropriate knowledge and skills to integrate green entrepreneurship and digital education in the classroom. In the long run, the project will have an impact on the future workforce, by educating them in the present and stimulating their entrepreneurial mindset and eco-education, leading therefore to environmental protection and to a positive impact on future social and economic development.

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

The project foresees the implementation of the following activities in order to meet the various needs of the target groups and the partnership: - Proper students' introduction and familiarisation with the topics of green entrepreneurship and innovation through an innovative interactive e-book with activities specifically designed for children, that will stimulate their interest and make them interested in learning more, and through an innovative online platform, where the students will have the opportunity to create their own green business as scenario and apply the theoretical knowledge gained into practice, with the guidance from their teachers or their parents/families. - The creation of an e-guide for teachers to adequately prepare them for approaching new concepts and for the guidance of their students, while introducing them to teaching techniques and approaches and to innovative digital learning material. - The introduction of an innovative digital education approach, that includes the usage of modern technologies and the application of innovative digital educational tools. This approach aims to replace the traditional educational process that is based on conventional materials and tools and to provide a more stimulating learning environment, increasing students' motivation. Through this digital education approach, the students will be able to develop their digital skills from a young age, something that is aligned with the targets of the European Commission's Digital Education Action Plan (2021-2027). - The creation of a digital repository bank of good educational practices that will be created from all the partners and will be able for all the beneficiaries. With sole aim the benefit of the end users, this project is aligned with the priorities of the Erasmus+ Programme Guide, since it is a strategic partnership supporting innovation in the field of school education through creative learning, integrating the priorities concerning the fields of innovative practices that will foster personal development and future employability.

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

Entrepreneurship education is considered particularly important, as it shapes the human capital and prepares the future workforce. It also helps students to understand how the economy and society work, to develop their ideas better, to identify opportunities more easily and to become more responsible and more productive in the future. Entrepreneurship education of young children makes a significant contribution to promoting entrepreneurial culture (European Commission, 2006). The concept of sustainable development is one of the most widely used concepts and one of the greatest challenges of the 21st century, with a primary goal of meeting the needs of this generation without jeopardizing the ability of future generations to meet their own needs (UNWCED, 1987). In the case of businesses, there is a rise in the new generation of entrepreneurs, green entrepreneurs or ecopreneurs, who combine entrepreneurship with environmentalism.

Our project, targeted at students and teachers of the last grades of Primary Education, aims to integrate green entrepreneurship into the learning process, to educate the students and familiarise them with the concepts of green innovation and entrepreneurship, through an interactive student e-book, an e-guide for teachers and an innovative online platform. More specifically, the project objectives include: •Familiarisation with the concept of green innovation-entrepreneurship and their real-life implementation, knowledge of their importance and understanding their benefits •Simulating the creation of a green business, applying the knowledge gained into practice •Enhancing digital green skills for all users: familiarisation and extensive usage of modern technologies, such as electronic devices, e-books, softwares etc. •Digitalisation of learning process to core aspects of environmental education •Increasing pro-environmental attitude, leading to environmental protection and good environmental practices in the long run •Increasing the number of young entrepreneurs and stimulating green entrepreneurship and economic grow All these goals will be achieved with the usage of digital tools through transnational cooperation, which will include, in addition to common devices, more innovative tools such as the interactive e-book and the educational game where the kids will be able to create their own green businesses as scenario. The project will also promote an innovative digital education approach, that aims to replace the conventional education through the usage of modern technologies and the application of innovative digital educational tools. Our project brings to the surface all the benefits of digital education (stimulating learning environment, individualized learning etc.), enhancing digital skills and competences from a young age and is aligned with the targets of the European Commission's Digital Education Action Plan (2021-2027). Digital tools will facilitate the realization of the project, especially in the time of COVID-19 and social distancing (Arshad, 2020) and will be used with the proper guidance and assistance of the teachers or parents/families, to minimise the risk of potential harms. The expertise of each partner of the project consortium is considered necessary for the implementation of nthe foreseen actions. The consortium aims at collaboration at a Europe level, among others, to produce qualitative results that benefit end users and impact society as a whole. In addition, the project is important to be implemented transnationally in order to extend the impact it can have on students in different European countries and to enhance business education of children, with all future economic benefits this entails.

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

The project expected results are: - an innovative interactive e-book with activities specifically designed for children - an e-guide for teachers to adequately prepare them for approaching new concepts and for the guidance of their students - a digital repository bank of good educational practices that will be created from all the partners and will be able for all the beneficiaries - a resource center that will host all project final results The learning outcomes of the project include: •Knowledge and understanding of the concept of green innovation-entrepreneurship and its benefits, successful education and further integration of this knowledge in future lives and careers •Development of students' green and entrepreneurial mindsets •Deeper understanding and raised awareness for the teachers, as well as knowledge that they will be able to apply in their future careers •Students' ability to participate in a project where they'll create a green business as scenario in an online platform, applying the knowledge gained •Ability to understand, adopt and use extensively digital tools in the framework of the project, while maintaining that ability and implementing it into future project. Studies have shown that entrepreneurship education in Europe, even though it is growing the last few years, still needs to be improved (Bakar, Islam & Lee, 2015). Since school curriculums do not usually integrate green entrepreneurship education, our project aims to address this problem and provide a comprehensive learning approach and innovative tools that will stimulate green entrepreneurial mindsets from a young age. The European Commission supports entrepreneurship education actions, in order to boost the development of entrepreneurial skills, a competence that someone can acquire for life (European Commission, 2013).

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

This project can be considered innovative because of the new entirely-digital education approach that proposes. This approach is based on the usage of modern technologies and the application of innovative digital educational tools, aiming to replace the traditional educational approach and the conventional tools and materials used in the classroom. This project is not limited to the usage of common digital devices such as computers, smartphones, videos, avatars and infographics etc. Instead, it promotes an innovative approach of an entirely digital education, where every aspect of the process requires the usage of modern technologies. An entirely digital education approach can create a more stimulating learning environment, where the students will be more motivated, more interested and more eager to participate. It can provide individualised learning and an attractive educational experience, while leading to the acquisition of digital skills and competences. The students can learn how to use modern digital tools effectively and safely, minimising the risk of

harm, such as personal data loss, web tracking etc. (European Commission, 2019). Digital education is significantly important during the COVID-19 pandemic and social distancing and e-learning is promoted to keep everybody safe and continue the educational process. Growing up in a digital age doesn't automatically make a kid digital literate (European Commission, 2019). This innovative project aims to create a digital learning process, providing all the benefits mentioned above to the students, by using interactive approaches and digital tools. The innovative digital tools include the interactive student e-book and the educational game (GREENING village) that will be created. The interactive e-book will include material that will help the students understand basic concepts, stimulate their interest and interest them in learning more. More specifically, the e-book will contain the theoretical framework of green entrepreneurship, presented with illustrations and followed by specifically designed activities that can be completed in a group or individually. The GREENIN boy and girl will be two animated characters used for navigation, that will introduce the learning material to the students, provide helpful information and be their virtual guide in order to familiarise them with the material and successfully complete the activities. These activities will be interactive and in a form of games; the kids will use their computer's mouse, follow the instructions and apply their knowledge to solve the tasks. For example, the kids will be given certain features (e.g. types of residuals) and will be asked to categorise them (move them to the appropriate colored trash bin). In addition, the e-book will contain activities that motivate students to use other digital tools (e.g. slide presentation software, video creation software) to engage them actively in the learning process and optimise their digital skills. The e-book will also contain audiovisual material in animated form that will make the learning process more appealing and stimulating (Xiao, 2013). All these features will be used with the guidance of the teacher or the parents/families. Through the e-book, the following questions will be answered: •Why is the environment important? Why should we protect it? •How do we harm the environment? How can we go green? •What does innovation and entrepreneurship mean? •How do businesses harm the environment? How can they protect it and go green? •What does green innovation and entrepreneurship mean? What are its benefits? •What green businesses are there and how do they work? •How can we create a green business? The students will also create a green business as scenario in the educational game, to apply the knowledge gained into practice. An innovative digital village will be available on the online platform, where the students will have the opportunity to make the business of their prefer

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a EU-funded partnership project?

The partnership of the GREENIN project was carefully selected, based on the project's targets and objectives that were set on the beginning. The key factors and characteristics that led to the final selection of the partners were: • Organisations' expertise and experience on school education, digital education and entrepreneurship and environmental education • Record of European cooperation and participation on Erasmus+ Projects • Experienced, qualified and skilled staff working for the organisation In addition to those, a few more characteristics such as the reputation of the organisations, their effectiveness and professionalism and their innovative potential were important for the final choice. Before the final selection, a bilateral communication was established with each potential partner, in order to share details about the project's idea, as well as its targets, aims and objectives. This communication helped to identify the areas in which each partner could contribute and provide its expertise. Each organisation will play a key role for the successful implementation of the project and is expected to cover a specific aspect of the project. The partner organisations have different but complementary profiles and their cooperation is expected to cover every potential aspect of the project and lead to the achievement of its objectives. More specifically the Partnership consists of the following organisations: - Humlebaek Skole -SDG WORLD -Gaziantep University, a Higher education institution expert in school education. It provides state-of-the-art teacher education and has great experience in the implementation of Erasmus+ projects. - Vienna Association of Education Volunteers (V.A.E.V.), an organization with great experience in School Education who will be devoted to illustrations for the e-book and proper graphics. -Advancis, also a highly experienced partner with substantial experience in the synthesis of tailored made books based on creative writing -InnoVed, who is a non formal educational provider that will bring along their capacity in non formal interactive approaches. -International Integrity Foundation, an organization that its primary objective entrepreneurship and innovation

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the sharing of project results and the sustainability of the project.

Participants

Please briefly describe how you will select and involve participants (e.g. learners, staff, etc.) in the different activities of your project.

The selection of the Partnership was based on the aims and objectives of the GREENIN project. In order to achieve the implementation of a successful educational project that involves more than 2000 students in primary education and 100 teachers from partner countries, the creation of a strong Partnership is required that includes researchers, trainers and teachers, ICT developers, consultants and entrepreneurs. This will lead to the creation of innovative educational material and educational approaches that will stimulate green entrepreneurial mindsets, foster the participants' digital skills and promote an entirely-digital education approach. Firstly, researchers will be necessary, in order to develop a comprehensive e-book for the students and an e-guide for the teachers. More specifically, researchers experienced in the field of education and familiar with proper and modern educational approaches, methodologies and techniques, as well as familiar with the topic of green entrepreneurship, will be chosen to conduct an in depth research and analysis, based on academic papers, data and European policies. This research will be vital for the proper creation and design of the project's material, since it will provide the necessary guidelines for its further development and will lead to a successful implementation and the achievement of all the project's targets and goals. Developers and ICT experts will be necessary in order to develop the project's material (e-book, e-guide, digital educational game and online platform). The developers chosen for the Partnership will have to be experts not only in modern technologies and digital tools, but in school education and the creation of innovative material in game form, too. Previous experience in similar projects and in Erasmus+ Partnerships will be a significant advantage. The chosen developers will gain knowledge and more experience in the field of green entrepreneurship and will be able to implement the produced material or the proposed tools and methodologies in similar projects in the future. Teachers and schools of primary education will also be involved and chosen in the Partnership, in order to achieve the project's targets. These stakeholders will be benefited from the GREENIN project, since they will be introduced to innovative material and techniques that will be able to use for the proper education of their students, not only during the implementation of the project, but in their later careers as well. E-mails and press releases were sent in order to inform the interested parties (schools and teachers) about the project and to invite them to express their interest through the project's open calls for participation. Ten (10) teachers will be chosen in an early stage in order to test the material produced by the GREENIN project and provide their feedback regarding the contexts of the e-guide and the approaches that proposes. After this pilot phase, approximately 100 teachers will be chosen to participate in the GREENIN project in total. The chosen educators will be from schools from the partner countries participating in the project and employed currently in public or private schools. In addition, previous experience and skills on digital education and entrepreneurship education will play a key role for the final decision and the final choices. The chosen educators will implement the innovative material that the GREENIN project provides in their classrooms. Additionally, the following Partners will significantly contribute to the successful implementation of the project: - Entrepreneurs, which they will provide their insights and experience on the field and will stimulate the student's entrepreneurship mindsets. - Teachers' associations, which will also provide their knowledge and contribute to the development of more efficient educational strategies. - Other stakeholders

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No

Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

Before the beginning of the actual project activities, a series of arrangements will take place, in order to ensure the necessary management, control and organisation that will lead to a successful implementation of the project. Partners that are experts and experienced in the area of school education will cooperate and provide their knowledge and skills, as well as their views and opinions on the implementation of the project. These partners were chosen based on their expertise and experience on school education, digital education and entrepreneurship and environmental education, but also based on other characteristics, such as their record of European co-operation, reputation, innovative potential, qualification of the people involved etc. The responsibilities were distributed amongst the partners, based on each one's field of expertise and the services they provide. The necessary communication was established, mainly via e-mails that the partners exchanged and phone calls, as well as via online meetings, discussing topics concerning the implementation of the project, such as preparations, opinions and feedbacks, problems and solutions, as well as information on the budget and meetings. The risks and problems that might appear during the implementation of the project were identified and mitigation measures were discussed. The partners also established a set of principles, in order to reinsure their good cooperation and the good function of their partnership. The Coordinator informed all the partners about the project's details, including information on the project's implementation, technical aspects, meetings and events, finances, and the project's general framework. Each partner organisation assigned a representative, that will be responsible for the communication with the other partners throughout the duration of the project, and who will be involved in the decision-making process and ensure the successful development of the project's activities. The Coordinator was also in charge of planning the project's finances and budget arrangements, in order to ensure that the funds needed for the project's implementation will be properly allocated. The partners researched extensively and in depth the topic of green entrepreneurship, which was one of the most important steps in order to develop the project's material and design the activities for the students. Their research was based on the existing academic literature on the topic, on statistical data and on European or national policies, while other approaches of integrating green entrepreneurship into the learning process were studied, too. The material studied confirmed the fact that green entrepreneurship education will actually have positive results on stimulating environmental and entrepreneurial mindsets and on fostering green entrepreneurship and eco-preneurs in the future. Also, the studies showed that entrepreneurship is not usually integrated in the curriculums of primary education schools, let alone green entrepreneurship education, something that highlights the importance of the GREENIN project's implementation. In addition, the partners focused on learning and teaching methodologies that include the usage of digital tools and modern technologies, an equally important step in order to provide the necessary guidance and successfully integrate ICT technologies into the educational process. The partners also identified specific key actors that would play a significant role in increasing the impact of the project and contacted them, in order to obtain their support. Such key actors include experts in green entrepreneurship in a national and European level, schools and education authorities etc.

Management

Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Cooperation Partnerships based on the number of participating organisations and the duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.

A partnership may receive a maximum of 2750 EUR of "Project Management and Implementation" grant per month.

Organisation role	Grant per organisation and per month	Number of organisations	Grant
Coordinator	500	1	12 000
Partner	250	6	36 000
Total		7	48 000

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation"

Under this fund the following actions are foreseen: a. Management & Financial Supervision. b. Quality Assurance c. Dissemination d. Sustainability The above mentioned rely on concrete actions: - synthesis of partnership agreements - creation of the management plan (on month 2 by the coordinator) as a management roadmap for the partners - establishment of a steering committee to supervise and monitor activities -financial reporting (every six months) - dissemination, exploitation and sustainability actions (by all partners) - creation of the stakeholders database (with regular updates every 2 months) - quality assurance and overvaluation activities - the creation of the quality plan - creation of the project brand - online project encounters - creation of leaflets, press-releases and newsletters as well as their translations - synthesis of the project sustainability plan Translations of Intellectual Output content will be held under the project management fund to.

Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

The organization of transnational meetings in regular basis and at the beginning or the end of important milestones is significantly important, in order inform about the project's progress, to discuss issues that might occur and find solutions, to exchange opinions and feedback and keep everyone updated and on the same page. During the implementation of the GREENIN project, only the necessary transnational meetings will be organised in person, due to the COVID-19 pandemic and social distancing. The 1st in-person meeting will be held by the project leader in Denmark and it will be the kick-off meeting, that will present the project's main concept and basic guidelines. The Intellectual Outputs and the learning and teaching methodologies that are proposed in the project will be introduced. In addition, the project management guidelines and the quality plan will be presented and discussed. The 1st meeting will focus on the IO1 and IO2 (e-book for students and e-guide for teachers); the goal is to introduce and discussed them in depth, aiming to their efficient usage and to the achievement of the optimal results. Important milestones will be discussed, goals, details concerning their implementation and questions will be answered. The project milestones will be set in clarity and task assignments shall be initiated per partner organisation. Deadlines will be depicted and monitored. The 2nd meeting will be held by InnovED GR and its main goal will be to assess the progress of the IO1 and IO2 implementation. More specifically, the partners will evaluate the progress of their practical application in the classrooms, identify potential problems and propose solutions to address them, using the qualitative and quantitative indicators that were chosen for the project's evaluation. This meeting is expected to optimise the Intellectual Outputs and the whole project's progress and process, by planning the actions that will lead to the successful completion of the IO1 and IO2. The 3rd meeting will be hosted in Austria by VIEVA and the results of the IO1 and IO2 implementation will be discussed and evaluated. The goal is to assess the impact of the used tools and imprint the effect and results that had on the respective target groups, using once more the chosen indicators. Additionally, the IO3 will be discussed and the GREENIN game included in the IO3 will be presented and discussed in depth, in order to be effectively developed and used in the next stages of the project. All the partners will be trained to use

it. The 4th in-person meeting will be the final one and will be held by IFF in Malta. In this meeting, the partners will discuss the IO3 results, the project's outcomes in total and they will assess the results that will emerge from the participants, concerning on the effect that the project's realisation had. The goal for the partners is to evaluate the project as a whole, assessing this time the integrated chosen indicators, and decide on the actions that need to be undertaken after the completion of the project, in order to ensure its sustainability and further dissemination beyond the project's duration period. In addition to these 4 basic meetings, extra online meetings via platforms for videoconferences (e.g. Skype, Zoom, etc.) will be held every two months, in order to keep everyone updated, resolve issues that might occur and ensure the project's smooth running. Democratic dialogue is promoted during the meetings, giving each partner the opportunity to express his/her opinions and points of view in each step of the way. In each meeting, minutes will be recorded, that will facilitate the evaluation process. Evaluation will be conducted by InnovED, the quality partner.

Please specify the funds requested to organise the planned transnational project meetings.

Meeting ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	N° of Participants	Grant
1	E10269304	First Transnational Project Meeting	Denmark	2021-12	12	6 080
2	E10233158	Second Transnational Project Meeting	Greece	2022-06	14	8 010
3	E10065403	Third Transnational Project Meeting	Austria	2022-12	8	5 710
4	E10112405	Final Transnational Project Meeting	Malta	2023-07	11	6 490
Total					45	26 290

Transnational Project Meetings Budget (1)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
E10268963	Denmark	2	0 - 99 km	0	0
E10269304	Denmark	2	0 - 99 km	0	0
E10059439	Portugal	2	>= 2000 km	760	1 520
E10203447	Turkey	2	>= 2000 km	760	1 520
E10233158	Greece	2	>= 2000 km	760	1 520
E10112405	Malta	2	>= 2000 km	760	1 520

Transnational Project Meetings Budget (2)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
E10233158	Greece	2	0 - 99 km	0	0
E10269304	Denmark	2	>= 2000 km	760	1 520
E10268963	Denmark	2	>= 2000 km	760	1 520
E10059439	Portugal	2	>= 2000 km	760	1 520

E10203447	Turkey	2	100 - 1999 km	575	1 150
E10065403	Austria	2	100 - 1999 km	575	1 150
E10112405	Malta	2	100 - 1999 km	575	1 150

Transnational Project Meetings Budget (3)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
E10269304	Denmark	2	>= 2000 km	760	1 520
E10268963	Denmark	2	>= 2000 km	760	1 520
E10059439	Portugal	2	>= 2000 km	760	1 520
E10203447	Turkey	2	100 - 1999 km	575	1 150

Transnational Project Meetings Budget (4)

To estimate the distances between places, please use the European Commission's distance calculator:

https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
E10269304	Denmark	2	>= 2000 km	760	1 520
E10268963	Denmark	2	>= 2000 km	760	1 520
E10059439	Portugal	1	0 - 99 km	0	0
E10203447	Turkey	2	100 - 1999 km	575	1 150
E10233158	Greece	2	100 - 1999 km	575	1 150
E10065403	Austria	2	100 - 1999 km	575	1 150

Project Management

How will you ensure proper budget control and time management in your project?

Proper budget control and time management will easily be ensured during the implementation of the project, due to the previous experiences and the organizational skills that the partners of the project have. The partners will be involved in the project from its early stages, ensuring their engagement in achieving project goals. The coordinator alongside InnovED will be the organisation responsible for the development of a comprehensive management plan that aims to ensure the project's smooth running and the limitation of budget or timetable related problems. Clear guidelines and bilateral agreements will be constructed in order to ensure the optimal management of the project and the optimal cooperation between the partners. Financial reports will be prepared every six months and will be updated frequently, and the expenses will be monitored throughout the implementation of the project. The financial rules will be presented and shared with each partner, in order to keep them informed on the project's financial management principles. A financial handbook will be handled to the Partnership, in order to provide the necessary guidelines regarding the usage, the absorption and the distribution of the funds. An evaluation policy will be adopted, which will monitor the project's finances and prevent any problems related to the budget that might occur. In each organisation, one person will be chosen to be in charge of the project's management. More specifically, this person will be planning the project activities efficiently, monitoring the project's progress and goals' achievement and planning the proper communication between the partners. Additionally, this person will be responsible for managing the organisation's budget, planning the project's expenditures and ensuring the optimal cost efficiency, by distributing correctly their funds. The project's budget was, in fact, defined in the basis of cost effectiveness and the resources will be used reasonably, efficiently and with responsibility. Travel costs were minimized, by planning only two transnational meetings, due to the COVID-19 pandemic. Additionally, communication costs were also minimized, since the partners will be communicating via phone calls, e-mails or online platforms for video

conferences. In order to ensure proper time management, the partners will have a specific work plan in hand, that will include important dates, milestones, meetings and activities that will help them stay on course. The timetable planned will provide sufficient time for the realisation for each activity, taking into consideration the delays that might occur due to the transnational nature of the project.

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

The responsibilities will be carefully distributed among the partners, based on their profiles, fields of expertise and experience they have on similar tasks. More specifically: - ADVANCIS will be in charge for the development of the interactive e-book, that will be used from the students during the project's implementation. ADVANCIS is an organisation with significant experience on school education and on the development of innovative digital material for students and will be able to offer this expertise in order to produce the optimal result, regarding the necessary learning material for the students. - The coordinator will be in charge for the development of the e-guide that will be used as a manual for the teachers throughout the educational process. P1 employs experienced and skilled staff that will contribute to the creation of a comprehensive manual that will support the educational process and provide assistance to the teachers, in order to efficiently implement the GREENIN material into the classroom. - VAEV will be the Leader Organisation for the development of the online website and the digital educational game, the GREENIN village. VAEV is an organisation expert in the development of IT tools, similar to the website and the educational game that are required for the implementation of the GREENIN project. He will also be responsible for the ebook illustrations. - VAEV, SDG will be in charge of the dissemination activities. The organizations have the capacity and expertise in dissemination/exploitation activities and a variety of tools and means that can be used in order to promote and diffuse this project. - InnovED alongside Gaziantep University will develop the evaluation strategy plan, as both organizations (activated in the public and private sector) can coordinate towards effective means and tools for the project assessment. - IFF alongside P1 will be responsible to develop the sustainability plan as well as the management plan. The Coordinator of the GREENIN project, will have to monitor the project's activities and finances and its skilled staff will be able to provide the optimal results. P1 will have to provide financial reports updated every six months and a financial handbook, in order to keep everyone updated on the financial issues

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results?

Both qualitative and quantitative indicators will be used, in order to monitor the activities of the GREENIN project. The partnership has chosen indicators that will effectively evaluate the project's progress and development and will measure its effects and benefits both in the short run and the long run. More specifically, the quantitative indicators that our project will be using include: 1. The number of students at the last grades of Primary Education that will participate in the project, calculated at about 2000 kids. 2. The number of teachers that will participate with their classrooms in the project, calculated at about 100. 3. The number of external stakeholders that will show interest in the implementation of the project. 4. The number of students registered to the GREENIN village on the online platform. 5. The number of downloads of the project's material, which are expected to exceed 2000. 6. The number of total visitors on the project's website, which are expected to exceed 3000, and the number of followers on its social media pages. 7. The number of online questionnaires completed by the participants (students, teachers, stakeholders, etc.) 8. The number of persons working for the partner organizations from different countries, aiming to develop the project and achieve its targets. 9. The number of transnational partner meetings and events (held in person or online) 10. The number of new policies and initiatives undertaken by the partners concerning green entrepreneurship, digital education and the acquisition of key skills and competences from a young age. The qualitative indicators include: 1. Feedback received from the participants (students, teachers, stakeholders, etc.) throughout the duration of the project via the online questionnaires or comments/messages on the online platform and on the project's social media pages. This feedback will be expressed, amongst others, via the participants' satisfaction rate (>95%), the level of interest that the participants showed in the project, the easy accessibility to the material, the existence of technical problems and the suggestions of improvements, etc. 2. Feedback received from the partners involved in the development of the project. This feedback will also be expressed via the partners' satisfaction rate, their interest shown for the project, their suggestions for improvements etc, as well as via their satisfaction rate concerning the cooperation among the Partnership, their ability to participate actively in the decision-making process, their ability to implement similar projects regarding green entrepreneurship education and digital education, etc. 3. Feedback received from external evaluators that were interested in the project. This feedback will similarly be expressed via satisfaction rates, levels of interest, easy accessibility, etc. 4. Minutes that were prepared during each partners' meeting for evaluation. The previously mentioned indicators will be an important part to the

evaluation of the project's results, impacts and benefits that has provided to the participants and to the assessment of whether the project met its targets and goals. This assessment and evaluation will be conducted by skilled persons frequently; both the quantitative and qualitative indicators will be monitored through the whole duration of the project and they will be evaluated in each partners' meeting and at the end of the project.

Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

The outcomes resulting from this project will be of a higher quality, since they will be conducted by experts on the field and by experienced and skilled staff, such as researchers, experts in school education, experts in digital education, psychologists, counselors, etc. All members participating have shared profiles while meeting online for preparatory project activities. The project foresees to safeguard its qualitative final outcomes, thus, paid attention to the organizational profiles equally to involved staff. Furthermore, as far as monitoring activities are concerned, the various project plans will be depicted in concrete timelines for this exact purposes. This has been extensively described in the relevant sections (e.g. the management plan, the dissemination plan etc.). It is vital for the project to follow a cohesive timeline of activities that will be closely supervised, assessed and monitored. For this reason, the project has been entirely built on task assignments based on partners expertise with deadlines set (as predicted in the risk management).

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

Risk analysis is an important step on the project's management, in order to ensure the project's smooth running and the ability to cope with every issue that might come in the way. In the phase of the project's Preparation, the risks that might appear during the implementation of the GREENIN project were identified by the partners, which proposed mitigation measures and solutions to address them. These risks can be categorised as following: 1. Partnership: A significant amount of possible risks that could hinder the project's development might come from the partners. The risk of poor communication between the partners is expected to be sufficiently addressed, since frequent meetings (physical and virtual) have been planned and a variety of different ways of communication (e-mail, phone calls, videoconferences, etc.) have been proposed. The frequent meetings will also provide a solution for the risk of low motivation among the partners. In that case, the partners will be able to share their opinions, concerns and problems with each other and find the support and motivation they need. The possibility of conflict is a potential risk that could affect the smooth running of the project. To mitigate that, trust and respect will be cultivated among the partners, through frequent communication, transparency on every process and everyone's involvement on every case where decisions need to be made. The Coordinator will be in charge to resolve the conflicts that the partners cannot resolve alone, to find a solution and consult each partner about their responsibilities. The Coordinator will also be in charge of monitoring the project's activities, their development and the deliverables; this will reensure that everything will be done according to the timetable and the delays will be efficiently addressed and mitigated. The risk of delays or insufficient results due to inexperienced partners has already been addressed. The partners were chosen based on their expertise and experience on the topics that the GREENIN project addresses and the responsibilities were distributed in a way that each partner can provide their knowledge and skills and produce the best possible results. 2. Budget: A potential risk that might happen is the lack of sufficient budget. This risk has been forecasted; the necessary budget was calculated based on cost-effectiveness, promoting a responsible management of the funds and minimising unnecessary expenses (e.g. travel expenses or communication expenses). The financial rules of the project have been established and shared with the partnership and the funds were distributed based on each partner's needs. Additionally, financial reports will be prepared every six months and updated and an evaluation policy will be adopted, in order to keep track of the expenses and monitor the project's finances, preventing any possible problem that might occur. Another budget-related risk includes the poor management of the budget. This problem will also be prevented with the help of the financial reports and the monitoring of the project's finances. In a case that the funds used by a Partner are not eligible and unneeded, the Partner that misused them will be burdened financially. 3. Digital tools: The GREENIN project not only includes the usage of a significant amount of digital tools, but also promotes an approach of an entirely-digital education process. During the development of the material and the innovative digital tools that will be used for the implementation of the project, a variety of technical problems could appear. These problems could be bugs or dysfunctions on the educational online game, the interactive e-book or the website, that will be prevented by an experienced group of developers and ICT experts.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned

results?

The main objective of the GREENIN project is to familiarise and educate students on the concept of green entrepreneurship and innovation, stimulate their entrepreneurial mindsets and integrate green entrepreneurship in the classroom, while promoting an entirely digital educational approach and the usage of innovative digital tools. To achieve that, the partners will follow a set of phases, all equally important, to reinsure the successful integration of the project. The first phase included the development of the main principles of the project. More specifically, the partnership conducted an in-depth research concerning the concept of green entrepreneurship and innovation, based on the existing academic literature on the topic, on statistical data and on European or national policies. Additionally, other approaches of integrating green entrepreneurship into the learning process and tools used were studied. Subsequently, the partners focused on the pedagogical framework, in order to select the appropriate tools and develop the most suitable and efficient educational material to use in a classroom. The tools were selected taking into consideration the framework on green entrepreneurship education and digital education equally. This phase is significantly important, in order to ensure that the project's material will lead to the achievement of its objectives. The second phase included the distribution of the different tasks to the partners, according to their field of expertise. This phase is equally important, since the proper distribution and the correct assignment of the different responsibilities to each partner organisation based on their profile, experience and skilled staff will play a key role for the delivery of planned results and the success of the project. The third phase included the selection of the management and monitoring tools, that will ensure the project's smooth running and its successful development, as well as the selection of the different qualitative and quantitative indicators for the evaluation of the project. The quality partner will have an active role here. The fourth and final phase will include the actual application of the produced material and tools at schools and their usage by students and teachers. Firstly, a pilot test will take place, and the material will be tested by approximately 10 teachers and 100 students, in order to reinsure their proper development and functionality. The pilot test participants will then provide their feedback regarding the tested material and the Partnership will have to make the necessary changes and adjustments in order to optimise the outputs. After that, the actual implementation of the project will follow, aiming to stimulate the students' green entrepreneurial mindsets, cultivate their digital skills and competences and equip teachers with innovative material and teaching techniques. Each phase will be monitored, assessed and evaluated, in order to re-insure their successful and smooth running, address any problems that might appear in the way and lead to a successful delivery of the planned results.

How will you communicate and cooperate with your partners?

Efficient communication among partners is considered to be essential, in order to facilitate their cooperation, help them understand their roles and produce the best possible final results. During the implementation of the GREENIN project, only the necessary transnational meetings will be organised, due to the COVID-19 pandemic. Most of the communication between partners will be achieved through digital means and the all the decisions and the exchange of practices will be done online and digitally, to keep everyone safe. More specifically, the communication will be achieved via: - E-mails, which are the easiest and most commonly used way of communication. Emails are already used by the partners to request or receive information, to decide on issues and to agree on specific details. A project mailing list will be created in order to facilitate more the process. The representatives of each organisation will have easy access to the necessary contact information, in order to communicate efficiently and resolve issues that might occur. - Platforms for videoconferences and online meetings, such as Skype, Zoom, or other similar platforms that are suitable for communication. Through these platforms, the partners will be able to communicate actively with each other, keep each other updated on the progress of the project, discuss about issues that need to be resolved and find solutions together. Online meetings will take place at the beginning and at the end of important milestones in the project, when the progress from the part of each partner or other important issues need to be discussed. The participants will receive in advance an agenda where the date of the meeting and the discussion topics will be reported, so that they can be prepared for the discussion. - Telephone, which is also an easy way to communicate, suitable for situations where small issues occur or quick decisions need to be made.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALe or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Various platforms will be used for the results dissemination and valorization. The partnership will use eTwinning and the E+ project results platform under the lead of the coordinator. This will add impact to the project and also allow a greater scale of end users to benefit from the project results.

Production of Project Results

Do you plan to produce project results in your project? No Yes

Project Results Summary

Result ID	Leading Organisation	Result Title	Starting Period	Ending Period	Grant
1	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	GREENIN - e-Learning about green entrepreneurship and innovation	01-12-2021	31-03-2022	43665
2	Humblebaek Skole (E10269304 - Denmark)	GREENIN - e-Teaching about green entrepreneurship and innovation	01-09-2022	30-06-2023	31138
3	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	GREENIN online platform	01-11-2021	01-10-2023	27011

Project Results Details (1)

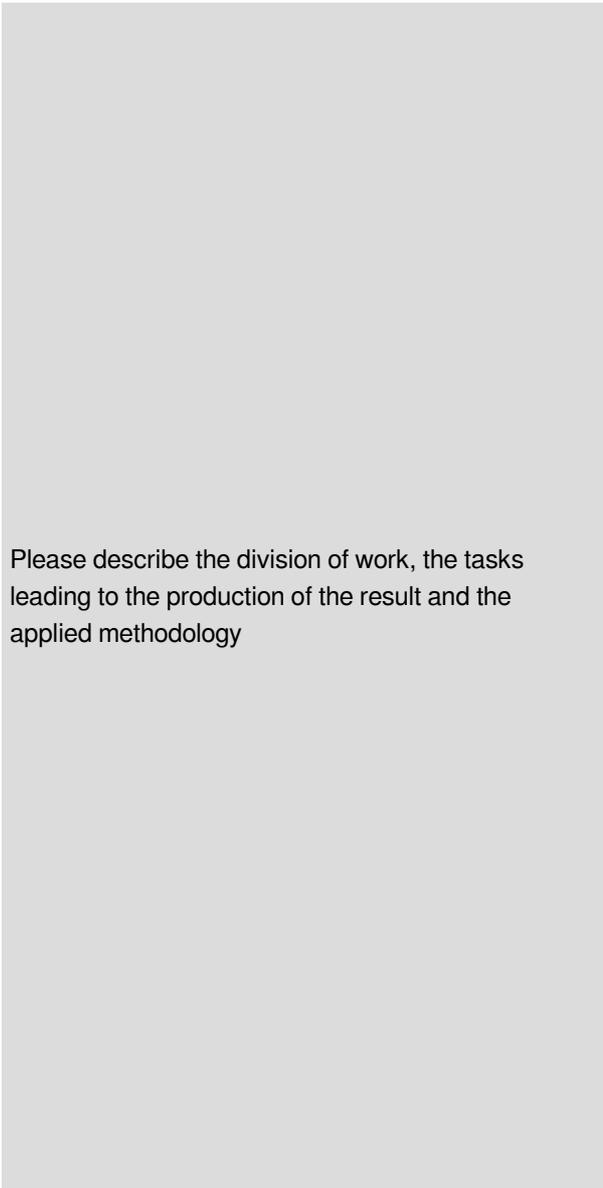
Result ID	1
Result Title	GREENIN - e-Learning about green entrepreneurship and innovation
Result Leading Organisation	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>Education of primary school students in the field of entrepreneurship and innovation is considered significantly important, in order to stimulate their entrepreneurial spirit and lead to more youth entrepreneurs that support the economy. In addition, environmental education is equally important, since it leads to pro-environmental behaviors and, therefore, to the protection of the environment, one of the most important challenges of the 21st century. In order to successfully achieve these targets and integrate the field of green entrepreneurship into the learning process, the creation of a learning tool for the kids, which will be informative and educative as well as appealing, easy and stimulative is necessary. Our interactive e-book, entitled “e-Learning about green entrepreneurship and innovation” is an innovative method for education and learning, which will include interesting illustrations, easy interactive activities specifically designed for children and audiovisual material, to help them understand basic concepts, stimulate their interest, make them wonder and make them interested in learning more. The e-book will integrate the usage of ICTs and digital tools into the learning process, which will facilitate the education and will help the students as well as the teachers to acquire more useful skills that can also use in the long run. More specifically, the e-book will contain: - The theoretical framework of environmental protection, entrepreneurship and innovation and green entrepreneurship, presented with interesting illustrations in an appealing and stimulative way. The GREENIN boy and the GREENIN girl will be two animated characters used for navigation, that will introduce the learning material to the students, they will provide helpful information and will be their virtual guide to help them familiarize with the material and successfully complete the activities. - Activities specifically designed for primary school students, that can be completed in a group or individually. These activities will be interactive and in a form of games and the kids will have to follow the instructions and apply their knowledge gained and their digital skills, always with the guidance of an adult (teacher or parents/families), to solve the tasks. For instance, certain features will be given (such as types of residuals) and the students will be asked to move the images with their mouse and categorize them (e.g. move them to the appropriate colored trash bin). These interactive activities aim to make the learning experience more interesting and facilitate and optimize the education of the students. - Activities that motivate students to use other digital tools, such as slide presentation software or video creation software, to engage them actively in the learning process and</p>



optimize their digital skills. - Audiovisual material (videos) in animated form that will make the learning process easier and will stimulate the students' interest, while being appealing and attractive for the students. Through the activities and the features of the e-book, the following questions will be answered: - Why is the environment important? Why should we protect it? - How do we harm the environment? How can we help to protect it? How can we go green? - What does innovation and entrepreneurship mean? - How do the businesses harm the environment? How can they protect it and go green? Through the activities and the features of the e-book, the following questions will be answered: - Why is the environment important? Why should we protect it? - How do we harm the environment? How can we help to protect it? How can we go green? - What does innovation and entrepreneurship mean? - How do the businesses harm the environment? How can they protect it and go green?

Result Type

Learning / teaching / training material – Literature (novels, short stories, tales, poetry, comics, plays, etc.)



Please describe the division of work, the tasks leading to the production of the result and the applied methodology

ADVANCIS will be the Leader Organisation of the IO1, due to the expertise and experience it has on the development of innovative educational material, that includes the preparation of digital, interactive tools with educational stories and legit educational methods and approaches. The organisation is expert on school and digital education and has a long list of previous work similar to the one required for the GREENIN project. Most of the tasks will be handled by ADVANCIS, although the active participation and assistance of all the partners will be required. The tasks that need to be undertaken include: -The Partnership will have to conduct extensive research on the topic of green entrepreneurship and on the appropriate educational techniques that will be integrated into the e-book (ALL) -ALL will research, design and agree on visual elements. -ADVANCIS and ALL will receive the feedback and proceed to design and create the innovative educational through digital story-telling based on the previous research conducted by the Partnership and experience, in English -ADVANCIS will present the produced material to the Partnership, in close collaboration with P1 in designing and presenting methodological approaches, with the active contribution of ALL -The Partnership (ALL) will check the content included in the e-book and the educational approaches and techniques that follows and will give feedback on the material produced regarding its contents, its approach, the material's presentation and potential technical problems that might occur. -The Partnership (ALL) will suggest more complementary material that could be integrated into the produce material based on the pilot outcomes. -The output leading organization, ADVANCIS will gather the feedback and suggestions from the Partnership and implement changes and improvements based on their comments -ADVANCIS will discuss with the Partnership regarding important dates and milestones for the material and final agreements -VAEV will have to upload the

	<p>produced material on the online platform, as well as the translated material prepared from the partners -The Partnership will prepare the pilot phase; approximately 100 students (20 from each country or collectively the target) will be chosen and requested to test the produced material and provide their feedback and suggestions regarding the proper functionality of the material and potential problems that might occur. -ADVANCIS will gather the students' feedback and suggestions and will make the proper changes and adjustments to the material. -VAEV alongside SDG will plan and lead the dissemination activities to promote the produced material (websites, social media pages, school education networks, etc.) and the Partnership will participate in these activities to promote the material even more - InnovED and Gaziantep University will work on the assessment of the IO with a coherent summary report of findings - IFF will propose a short plan of sustainability and exploitation of results. This will also be incorporated and updated onto the project sustainability plan.</p>
Result Production Start Date (dd-mm-yyyy)	01-12-2021
Result Production End Date (dd-mm-yyyy)	31-03-2022
Result Languages	English , Danish , Greek , Turkish , Maltese , German , Portuguese
Result Media	Book , Sound , Video , Internet
Result Participating Organisations	Humblebaek Skole (E10269304 - Denmark) , GAZIANTEP UNIVERSITESI (E10203447 - Turkey) , SDG WORLD (E10268963 - Denmark) , CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece) , VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria) , Foundation for Empowering Gender Equality (E10112405 - Malta)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	Humlebaek Skole (E10269304 - Denmark)	0	6989	0	0	6989
2	SDG WORLD (E10268963 - Denmark)	0	4579	0	0	4579
3	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	0	9864	0	0	9864
4	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	0	5328	0	0	5328
5	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	0	7124	0	0	7124
6	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	0	2410	2850	0	5260
7	Foundation for Empowering Gender Equality (E10112405 - Malta)	0	4521	0	0	4521
Total		0	40815	2850	0	43665

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Humblebaek Skole (E10269304 - Denmark)	Denmark	Teachers/Trainers/Researchers	29	241	6989
Total				29		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	SDG WORLD (E10268963 - Denmark)	Denmark	Teachers/Trainers/Researchers	19	241	4579
Total				19		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	Portugal	Teachers/Trainers/Researchers	72	137	9864
Total				72		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	Turkey	Teachers/Trainers/Researchers	72	74	5328
Total				72		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	Greece	Teachers/Trainers/Researchers	52	137	7124
Total				52		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	Austria	Teachers/Trainers/Researchers	10	241	2410
2	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	Austria	Technicians	15	190	2850
Total				25		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Foundation for Empowering Gender Equality (E10112405 - Malta)	Malta	Teachers/Trainers/Researchers	33	137	4521
Total				33		

Project Results Details (2)

Result ID	2
Result Title	GREENIN - e-Teaching about green entrepreneurship and innovation
Result Leading Organisation	Humblebaek Skole (E10269304 - Denmark)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	<p>The guide for teachers, entitled “e-Teaching about green entrepreneurship and innovation” is a comprehensive guide in an electronic form (e-book), which aims to adequately prepare the teachers for the learning process. The guide will provide information on the approach of new concepts and proper guidance of the students, while introducing new or innovative teaching techniques and approaches and digital learning material. More specifically, the guide will include: - Basic terms, as well as scientific material and researches on the subject, which will be helpful, especially for the teachers that are not adequately trained on the topics of green innovation and entrepreneurship. Our guide aims to tackle this problem and all the extra knowledge provided will be proven necessary during the teaching process and the teachers will be more confident of their knowledge. - Teaching techniques that can be used in the classroom to facilitate the educational process and tips to make the topics easier to understand and more attractive, in order to stimulate the students’ interest and make them wonder and engage more. - Information and techniques regarding ICTs and digital tools. A lot of teachers are not sufficiently familiar with the usage of digital tools that are necessary for the implementation of the project. The guide will tackle the problem and will also be used as a manual, so that the teachers acquire the essential knowledge to implement the project and help their students to do so too. In addition, the guide will provide information about more complex or uncommon digital tools that can be used in the teaching process and provide an innovative approach on students’ education. These tools could include tools to create info graphics, digital sticky notes, additional tests and quizzes and other tools to facilitate the process of digital communication in the digital classroom. After all, the e-guide will help teachers have a deeper understanding for the previously mentioned concepts and will lead to a more effective teaching process, it will raise their awareness on environmental and entrepreneurial topics and will help them acquire knowledge and competences on these issues that they will be able to apply in their future careers.</p>
Result Type	Learning / teaching / training material – Manual / handbook / guidance material
Please describe the division of work, the tasks leading to the production of the result and the applied methodology	P1 will be the Leader Organisation for the production of the IO2, since it has the most experience in the development of training material, aimed for teachers and trainers. More specifically, the organisation will be in charge of producing a manual, that will

include all the necessary information and techniques that a teacher needs to know and be familiar with, in order to contribute to the successful implementation of the project. The activities that need to be undertaken include: 1. The Partnership will conduct an extensive research on: i. the appropriate educational techniques and approaches that should be proposed in the manual regarding green entrepreneurship education ii. scientific material (academic papers, scientific terms, etc) that can be included in the e-guide for a more comprehensive approach iii. approaches and techniques regarding the implementation of digital education and on examples of modern technologies and digital tools that can be integrated in the teaching process 2. P1 will have to design and create the e-guide based on the previous research and experience, in English with the active contribution of all partners. 3. P1 will present the produced material to the Partnership, from the feedback received by all. 4. The Partnership will check the content and material included in the e-guide and the educational techniques that proposes and will give feedback on the material produced regarding its contents, the approaches and tools it proposes and potential technical problems that might occur 5. The Partnership will also suggest more complementary material (such as material from academic papers, suggested digital tools, etc) that could be integrated into the produce material 6. P1 will gather the feedback and suggestions from the Partnership and implement changes and improvements based on their comments 7. The Partnership will have to translate the material in each partner's national language 8. P1 will upload the produced material on the online platform, as well as the material translated by the Partnership 9. The Partnership will prepare the pilot phase; 10 teachers (2 from each country) will be chosen and requested to test the produced guide and provide their feedback and suggestions regarding the guide's context, functionality, etc. 10. VAEV will at an ongoing base monitor, design and supervise visual effects. 11. P1 will gather the teachers' feedback and suggestions and will make the proper changes and adjustments to the material. 12. IIF and InnovED will be responsible for planning dissemination activities to promote the produced material (websites, social media pages, school education networks, etc.) and the Partnership will participate in these activities to promote the e-guide even more

Result Production Start Date (dd-mm-yyyy) 01-09-2022

Result Production End Date (dd-mm-yyyy) 30-06-2023

Result Languages English , Greek , Danish , Maltese , German , Portuguese , Turkish

Result Media Collection , Publications , Image

Result Participating Organisations SDG WORLD (E10268963 - Denmark) , ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal) , GAZIANTEP

UNIVERSITESI (E10203447 - Turkey) , CENTER FOR
EDUCATION AND INNOVATION (E10233158 - Greece) ,
VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS
(E10065403 - Austria) , Foundation for Empowering Gender
Equality (E10112405 - Malta)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	Humlebaek Skole (E10269304 - Denmark)	0	8435	0	0	8435
2	SDG WORLD (E10268963 - Denmark)	0	4579	0	0	4579
3	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	0	3014	0	0	3014
4	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	0	3034	0	0	3034
5	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	0	4932	0	0	4932
6	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	0	3856	0	0	3856
7	Foundation for Empowering Gender Equality (E10112405 - Malta)	0	3288	0	0	3288
Total		0	31138	0	0	31138

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Humblebaek Skole (E10269304 - Denmark)	Denmark	Teachers/Trainers/Researchers	35	241	8435
Total				35		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	SDG WORLD (E10268963 - Denmark)	Denmark	Teachers/Trainers/Researchers	19	241	4579
Total				19		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	Portugal	Teachers/Trainers/Researchers	22	137	3014
Total				22		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	Turkey	Teachers/Trainers/Researchers	41	74	3034
Total				41		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	Greece	Teachers/Trainers/Researchers	36	137	4932
Total				36		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	Austria	Teachers/Trainers/Researchers	16	241	3856
Total				16		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Foundation for Empowering Gender Equality (E10112405 - Malta)	Malta	Teachers/Trainers/Researchers	24	137	3288
Total				24		

Project Results Details (3)

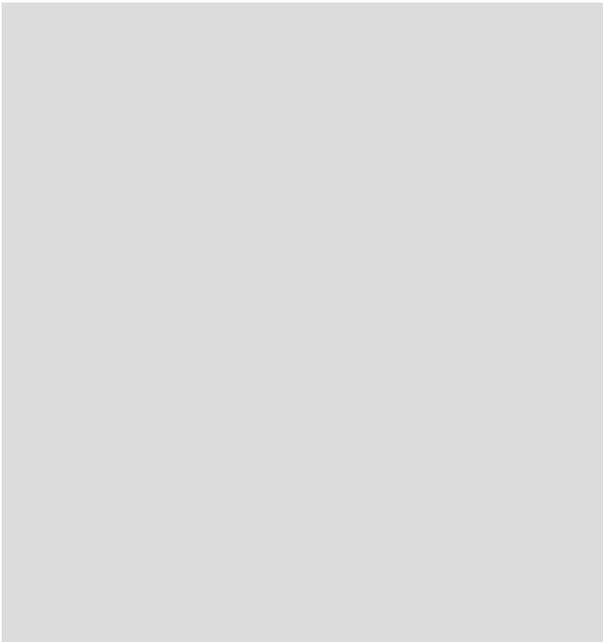
Result ID **3**

Result Title **GREENIN online platform**

Result Leading Organisation **VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)**

Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)

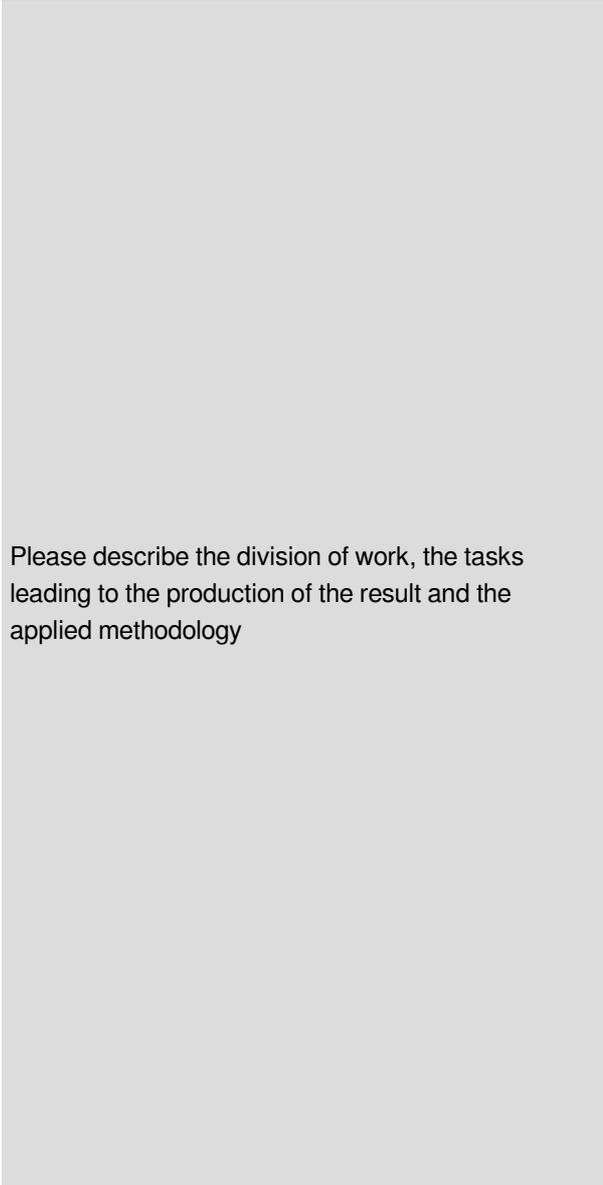
The online GREENIN platform will be the core of the project, since it will contain all the necessary elements for its implementation. More specifically, the GREENIN platform will provide information regarding the following: - aims and objectives of the project - target groups - contents of the project - tools and guides - partnerships - details for the project's implementation (e.g. dates, funding, etc.) The platform will also contain: - The e-book for the students and the e-guide for the teachers, which will be available to download - Extra material such as animated videos, content on green entrepreneurship and innovation, scientific papers for the teachers etc., also in a downloadable form - The GREENIN village, which will be accessed through the platform, providing an innovative and interactive game that will optimise the knowledge gained, as well as a space where the students will be able to interact, with the guidance of their teacher/parents. - An interactive e-space for teachers, where they can communicate, discuss about their progress or other issues on the topic and exchange good practices. - An e-space where the teachers will be able to upload the digital outputs that will be created during the project from the students (e.g. slide presentation, photos or even videos of the businesses created in the digital platform, of the teaching process and teaching outcomes or anything that the teachers and the students want to share from their experience, always according to GDPR and data protection regulations). The above actions in their majority involve programming and coding too. Focusing on the GREENIN village, the platform will include a digital village where the students will have the opportunity to create their own green businesses. It is a practical and innovative method of evaluating the knowledge gained in a practical way and the students will have the opportunity to apply their knowledge in an interactive environment, where the learning and evaluation process will be in a form of an attractive game, which will stimulate more their entrepreneurial and pro-environmental mindsets. The GREENIN village will be available in the project's digital platform and the students will be able to connect, using ICT tools and with the guidance of their teacher or parents, play the game, apply their knowledge gained concerning the theoretical framework of green entrepreneurship and digital tools, create their own green businesses, try to optimise and expand them and interact with their peers. More specifically, entering the GREENIN village, the students will start by making their own avatar and creating their own character. A plethora of choices regarding the character and the appearance will be provided (e.g. gender, hair color and shape, eye color and shape, clothes e.tc.) and the students will be



able to change these characteristics later on, if they want to. After that, they will input some personal preferences in order to personalise the experience. The children will have to choose what kind of business they want to have from a selection of different types of common businesses that will be provided (e.g. bakery, hair salon, clothes store, etc.) and there will be a variety of green components (e.g. P/V installation, compost system, recycle bins, etc.) that they will have to combine, in order to make an ordinary business green and create their own sustainable business. In the context of the digital platform and the GREENIN village, the students will be able to interact, communicate with other peers, always with the guidance of their teacher or parents/families and move from one business to another. By answering correctly to small quizzes concerning environmental and entrepreneurial questions, based on the material taught, each student will earn coins that can use to make the business greener and more sustainable.

Result Type

Services / structures – E-learning platform



Please describe the division of work, the tasks leading to the production of the result and the applied methodology

The students will be digital entrepreneurs that apply the principles of green entrepreneurship in their businesses, being able to learn even more about this field and understand the benefits of the concept more actively. This simulation is expected to have significant results concerning the stimulation of the students' mindsets on green entrepreneurship topics and is expected to lead to an increased number of eco-preneurs in the future. VAEV will be the Leader Organisation for the production of IO3, due to its skilled and experienced staff that can successfully design and develop the online platform and, mainly, the digital educational game. Although VAEV will lead the production of the IO3, the website will be produced by the assistance of all partners, since they will have to cooperate and achieve jointly a significant amount of tasks. The cooperation among the Partners will be achieved through videoconferences, via online platforms such as Skype, Zoom, etc. The necessary tasks for the development of the online website include: 1. The Partnership will decide on the main contents of the online platform (project's information, learning material, educational game, etc.). 2. VAEV will prepare a short presentation regarding the project (target groups, objectives, etc.) as well as a small presentation of the organisation. 3. Each Partner will have to prepare a short presentation of each organisation, in order to be included in the website. 4. The Partners will jointly decide on the extra educational material (animated videos, scientific material, etc.) that will also be uploaded on the website. 5. Each Partner will translate the provided information and material in their national language. 6. VAEV will provide the graphics and will design the final website and upload all the material prepared by the Partnership. 7. The Partnership will test the website and report any problems (technical issues or mistakes on the material uploaded) that might occur. 8. VAEV will make the necessary adjustments and

corrections based on the Partnership's feedback and will continue to improve the website, until the achievement of the optimal result. 9.SDG will plan the dissemination activities to promote the website and the Partnership will participate in these activities to promote it even more. The necessary tasks for the creation of the GREENIN village will be undertaken according to the following order: 1. Firstly, the Partnership will have to decide on: i. The main principles and details of the game, such as the appearance of the digital environment, the process of creating a character and personalising the experience, etc. ii. Different elements provided in the game, such as types of common businesses, green components, etc. iii. Material included in the e-book that should be included in the online game as well. iv. The questions and quizzes that will be included, based on the theoretical framework 2. The Partnership then will identify the expected outcomes of the educational game, its targets, aims and objectives and will provide clear guidelines for its development. 3. Each Partner will translate in their national language the game's material, instructions, questions and quizzes, etc. 4. VAEV will digitally design and develop the GREENIN village based on the decided guidelines and will dispose the first complete version on the online platform. 5. The Partnership will test the functionality of the educational game and report any problems that might note, including technical problems that might appear and problems on the design, and they will propose more add-on that can be included in the game. 6. VAEV will take into consideration the Partnership's comments and suggestions and will integrate them into the existing game. 7. The Partnership will test again the educational game and this process will continue until no problems are noted and the optimal result is achieved. 8. The Partnership will prepare the pilot phase

Result Production Start Date (dd-mm-yyyy)

01-11-2021

Result Production End Date (dd-mm-yyyy)

01-10-2023

Result Languages

English , Danish , Portuguese , Greek , Maltese , German , Turkish

Result Media

Internet , Database , Network , Website

Result Participating Organisations

Humblebaek Skole (E10269304 - Denmark) , SDG WORLD (E10268963 - Denmark) , ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal) , GAZIANTEP UNIVERSITESI (E10203447 - Turkey) , CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece) , Foundation for Empowering Gender Equality (E10112405 - Malta)

Project Results Budget

Result ID	Organisation	Managers	Teachers / Trainers / Researchers / Youth workers	Technicians	Administrative staff / Volunteers	Grant
1	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	0	3615	4750	0	8365
2	Humblebaek Skole (E10269304 - Denmark)	0	4097	0	0	4097
3	SDG WORLD (E10268963 - Denmark)	0	2410	0	0	2410
4	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	0	3288	0	0	3288
5	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	0	2960	0	0	2960
6	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	0	3699	0	0	3699
7	Foundation for Empowering Gender Equality (E10112405 - Malta)	0	2192	0	0	2192
Total		0	22261	4750	0	27011

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	Austria	Teachers/Trainers/Researchers	15	241	3615
2	VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (E10065403 - Austria)	Austria	Technicians	25	190	4750
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Humblebaek Skole (E10269304 - Denmark)	Denmark	Teachers/Trainers/Researchers	17	241	4097
Total				17		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	SDG WORLD (E10268963 - Denmark)	Denmark	Teachers/Trainers/Researchers	10	241	2410
Total				10		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	Portugal	Teachers/Trainers/Researchers	24	137	3288
Total				24		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	Turkey	Teachers/Trainers/Researchers	40	74	2960
Total				40		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	Greece	Teachers/Trainers/Researchers	27	137	3699
Total				27		

Project Results Budget Details

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	Foundation for Empowering Gender Equality (E10112405 - Malta)	Malta	Teachers/Trainers/Researchers	16	137	2192
Total				16		

Multiplier Events

Do you plan to include multiplier events in your project?

Yes

Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	Humblebaek Skole (E10269304 - Denmark)	Multiplier Event in Denmark: The GREEN-IN	2023-06-01	2023-11-01	3000.0
2	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)	Multiplier Event in Greece: The GREEN-IN	2023-06-01	2023-11-01	3000.0
3	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)	Multiplier Event in Turkey: The GREEN-IN	2023-06-01	2023-11-01	3000.0
4	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)	Multiplier Event in Portugal: The GREEN-IN	2023-06-01	2023-11-01	3000.0
					12000.0

Grant support for multiplier events can only be asked for if the project intends to produce substantial project results. Other sharing and promotion activities will be supported via the Project Management and Implementation grant.

Multiplier Events Details

Event ID	1
Event Title	Multiplier Event in Denmark: The GREEN-IN
Event Leading Organisation	Humblebaek Skole (E10269304 - Denmark)
Country of Venue	Denmark
Event Description (Including: Targets groups and objectives)	<p>The first multiplier event of the project will be conducted in Denmark under the coordination of P1. Event purpose and objectives constitute the promotion of all deliverables on their final form. The event will be a significant means of -awareness raising -creating impact -establishing sustainability</p> <p>Representatives from the target group, stakeholders, teachers, parents, regional and local authorities as well as policy makers will constitute attendees of the event. IO1, IO2 and IO3 will be dynamically presented, narrating the audience to the unique material produced with emphasis on the beneficial character the possess. Quality evaluation will be conducted so as to measure the results from the event. Testimonies will also be gathered by key participants. The testimonies will be available on the project website and promoted by the consortium.</p>
Event Start Date (dd-mm-yyyy)	2023-06-01
Event End Date (dd-mm-yyyy)	2023-11-01
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	SDG WORLD (E10268963 - Denmark)

Multiplier Events Budget

Event ID	1
Organisation	Humlebaek Skole (E10269304 - Denmark)
Country of the Organisation	Denmark
Local Participants	30
Foreign Participants	0
Participants in virtual events	0
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	3000.0

Multiplier Events Details

Event ID	2
Event Title	Multiplier Event in Greece: The GREEN-IN
Event Leading Organisation	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)
Country of Venue	Greece
Event Description (Including: Targets groups and objectives)	The second multiplier event of the project will be conducted in Volos, Greece under the coordination of InnovED . Event purpose and objectives constitute the promotion of all deliverables on their final form. The event will be a significant means of -awareness raising -creating impact -establishing sustainability Representatives from the target group, stakeholders, teachers, parents, regional and local authorities as well as policy makers will constitute attendees of the event. IO1, IO2 and IO3 will be dynamically presented, narrating the audience to the unique material produced with emphasis on the beneficial character the possess. Quality evaluation will be conducted so as to measure the results from the event. Testimonies will also be gathered by key participants. The testimonies will be available on the project website and promoted by the consortium.
Event Start Date (dd-mm-yyyy)	2023-06-01
Event End Date (dd-mm-yyyy)	2023-11-01
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	2
Organisation	CENTER FOR EDUCATION AND INNOVATION (E10233158 - Greece)

Country of the Organisation	Greece
Local Participants	30
Foreign Participants	0
Participants in virtual events	0
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	3000.0

Multiplier Events Details

Event ID	3
Event Title	Multiplier Event in Turkey: The GREEN-IN
Event Leading Organisation	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)
Country of Venue	Turkey
Event Description (Including: Targets groups and objectives)	The third multiplier event of the project will be conducted in Gaziantep, Turkey under the coordination of G. University. Event purpose and objectives constitute the promotion of all deliverables on their final form. The event will be a significant means of -awareness raising -creating impact -establishing sustainability Representatives from the target group, stakeholders, teachers, parents, regional and local authorities as well as policy makers will constitute attendees of the event. IO1, IO2 and IO3 will be dynamically presented, narrating the audience to the unique material produced with emphasis on the beneficial character the possess. Quality evaluation will be conducted so as to measure the results from the event. Testimonies will also be gathered by key participants. The testimonies will be available on the project website and promoted by the consortium.
Event Start Date (dd-mm-yyyy)	2023-06-01
Event End Date (dd-mm-yyyy)	2023-11-01
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	3
Organisation	GAZIANTEP UNIVERSITESI (E10203447 - Turkey)
Country of the Organisation	Turkey
Local Participants	30
Foreign Participants	0
Participants in virtual events	0

Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	3000.0

Multiplier Events Details

Event ID	4
Event Title	Multiplier Event in Portugal: The GREEN-IN
Event Leading Organisation	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)
Country of Venue	Portugal
Event Description (Including: Targets groups and objectives)	The fourth multiplier event of the project will be conducted in Porto, Portugal under the coordination of Advancic. Event purpose and objectives constitute the promotion of all deliverables on their final form. The event will be a significant means of -awareness raising -creating impact -establishing sustainability Representatives from the target group, stakeholders, teachers, parents, regional and local authorities as well as policy makers will constitute attendees of the event. IO1, IO2 and IO3 will be dynamically presented, narrating the audience to the unique material produced with emphasis on the beneficial character the possess. Quality evaluation will be conducted so as to measure the results from the event. Testimonies will also be gathered by key participants. The testimonies will be available on the project website and promoted by the consortium.
Event Start Date (dd-mm-yyyy)	2023-06-01
Event End Date (dd-mm-yyyy)	2023-11-01
Project Results Covered	Project Results Details (1) Project Results Details (2) Project Results Details (3)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	4
Organisation	ADVANCIS-BUSINESS SERVICES, LDA (E10059439 - Portugal)
Country of the Organisation	Portugal
Local Participants	30
Foreign Participants	0
Participants in virtual events	0
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	3000.0

Learning, Teaching, Training Activities

Do you plan to include transnational learning, teaching or training activities in your project?

No

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Inclusion Support

ID	Organisation	Country of the Organisation	N° of Participants eligible for real costs under inclusion	Description and Justification	Requested Grant (EUR)
1					
Total					

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Expected real cost (100%)	Requested Grant (80%)
1					
Total					

Follow-up

Impact

What is the expected impact of the project on the participants, participating organisations, target groups and other relevant stakeholders?

This project is expected to have a major impact both in the short and long term, both at students, teachers and classrooms and at the broader level of society and the economy. Over the period of its duration, the project will have an immediate effect on:

- Primary school students participating in the project, who will be taught the basics of green innovation and entrepreneurship and will develop their entrepreneurial spirit and skills, while optimising their ICT and digital skills. The students will have the opportunity to familiarise and be trained in these fields, to foster their entrepreneurial and environmental mindset and to acquire competences for life. They will also have access to a digital tool which will be user-friendly and appealing, while being educational, and which enables the learning of a wide set of topics, concerning green business creation and green mindset.
- Primary school teachers participating in the project, who will have access to an innovative and user-friendly tool for teaching, while increasing their knowledge and learning new ways, techniques and tools of teaching that they can apply in their future careers.
- Other teachers and educators, who will be able to apply, outside the project, the core principles and the material of the project to their students, promoting green culture, entrepreneurship spirit and digital skills development.
- Primary schools that will gain, through their teachers they employ, knowledge and experience in applying tools to train the future workforce on green entrepreneurship and optimizing their digital skills.
- Parents or families, who will provide the necessary guidance and assistance on the usage of ICTs and digital features and on the learning process in general, while motivating and supporting the students' engagement in the project.
- Project partners who will collaborate on innovative issues and increase their local and international networks.
- Researchers/trainers, who will increase knowledge and tools on innovative student learning methods, particularly on green innovation and entrepreneurship issues and digital tools.
- Other school units, institutes or organisations that will adopt this project's material and will integrate the green entrepreneurship education in their school curriculums or training processes, promoting green entrepreneurial mindsets.

In the long run, the project will also lead to:

- Development in the field of innovation and entrepreneurship, since the project will shape the human capital and will motivate today's students to become young entrepreneurs in the future, preparing the future workforce and providing them basic digital skills.
- Higher levels of entrepreneurship in general, innovation, competitiveness, productivity and creativity, that will lead to higher economic growth and development.
- Benefits on social aspects, such as employment, social development, standards of living and quality of life in general.
- Environmental protection and minimisation of environmental harms, since it raises awareness and stimulates pro-environmental attitudes, leading to pro-environmental behaviours of the future citizens and entrepreneurs.
- Higher levels of green entrepreneurship, leading to all the benefits that entrepreneurship can have on the economy and society, combined with all the benefits that pro-environmental behaviour can have on the environment in general and on addressing climate change

What is the desired impact of the project at the local, regional, national, European and/or international levels?

The project aims at shaping human capital and educating the future workforce on green innovation and entrepreneurship, by stimulating entrepreneurial and pro-environmental behaviours and mindsets from a young age. In addition, the project aims to promote the innovative entirely-digital educational approach, based on the integration and usage of modern technologies and digital tools, and foster the acquisition of digital skills and competences, providing a more stimulating learning environment and optimising the teaching process, all these at local and regional, as well as at a national and European level. In the short run and at the local/regional level, the project is expected to increase the number of students that are adequately trained in green innovation and entrepreneurship and who in the future will be more creative and productive, as they will have a green entrepreneurial mindset and a better understanding of how the economy and society operate. In addition, the number of students that have developed digital skills and are able to use ICTs with ease will also be increased. The number of teachers that are familiar with innovative teaching approaches and that are more eager to integrate modern technologies in their teaching process will also be increased. This will lead to a more modernised, more stimulating, more individualized and, therefore, more effective teaching process. The project's entirely-digital educational approach and game-based learning will also be presented to the participants, providing them with an innovative learning and teaching approach that will foster their digital skills and provide them with competences for life. The same applies for the national and European level; the number of students and teachers that have knowledge on environmental and entrepreneurial issues and on digital tools will be increased. In the long run, the usage of modern technologies and digital tools is expected to be fully integrated into the learning process, while supporting and promoting even more the

entirely digital educational approach. This will promote and foster the implementation of this modernized educational approach, maximizing its benefits. The students and the teachers, as well as the schools participating in our project, will be equipped with pro-environmental, entrepreneurial and digital skills, competences and mindsets, that they will be able to use later on. Due to these competences, at the local/regional level, new jobs are expected to be created and local employment and competitiveness are expected to be developed. Therefore, at a national level, the whole field of entrepreneurship will be developed, leading to and an overall stimulation of national employment and economic growth and to the improvement of economic and social development, living standards and quality of life. With the implementation of the project in more than one country, economic and social development at European/international level are expected to be improved in the future and the impact of the project will go beyond local limits, having the previously mentioned significant benefits in more than one country. Through the transnational partnerships, the project will continue to evolve and improve in order to continue educating students successfully.

How will you measure the previously mentioned impacts?

To measure the results and impacts of the GREENIN project, a variety of qualitative and quantitative indicators will be used. The quantitative indicators include:

- The production of the 3 main Intellectual Outputs: e-book for the students, e-guide for the teachers and GREENIN village on the online platform. The performance of the IOs will be measured by the number of students registered to the GREENIN village on the online platform, the number of downloads of the project's material and the number of total visitors on the project's website.
- The number of students at the last grades of Primary Education (ages 10-12) that will participate in the project, calculated at about 2000 kids.
- The number of teachers that will participate with their classrooms in the project, calculated at about 100.
- Visits, likes and shares on the project's website, which are expected to exceed 3000, and the number of followers on its social media pages.
- The number of transnational partner meetings and events (held in person or online).
- Project's publicity (articles, press releases, interviews, social media).
- New policies/initiatives undertaken by the partners concerning green entrepreneurship, digital education, etc.

The qualitative indicators include:

- Feedback received from the participants (students, teachers, stakeholders, etc.) throughout the duration of the project via the online questionnaires or comments/messages on the online platform and on the project's social media pages. This feedback will be expressed, amongst others, via: satisfaction rate, level of participant's interest, easy accessibility, suggestions of improvements, etc.
- Feedback received from the partners involved in the development of the project and from external evaluators that were interested in the project. This feedback will be expressed, amongst others, via: partners' satisfaction rate, interest for the project, suggestions for improvements, satisfaction rate concerning the cooperation among the Partnership, ability to implement similar projects regarding green entrepreneurship education and digital education, etc.
- Minutes that were prepared during each partners' meeting for evaluation

Sharing, Promotion and Use of the Project's Results

You are requested to make plans for the sharing and promotion of your project results. Please provide answers to the questions below.

What will be the target groups of your sharing and promotion activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/European/international level and motivate your choice.

For the successful implementation of the GREENIN project and the achievement of its goals and optimal results, it is important to identify those parties that could use the project's material and tools and benefit from them. If the target audience is properly identified, the participants will acquire skills and competences that will be able to use for their whole lives. The project's target audiences include:

- At local and regional level:
- Primary school students: The students are the future workforce of the country, so they should be properly educated and their entrepreneurial and pro-environmental mindsets should be stimulated. Additionally, the students should be familiarised and able to use with ease modern technologies and digital tools from a young age. The GREENIN project will present an innovative approach to students aged 10-12 and stimulate their green entrepreneurial mindsets, in order to benefit them in the short and the long run.
- Primary school teachers: The GREENIN project will introduce a new, innovative material to the teachers participating in the project, providing them with a plethora of competences, skills and benefits. They will have the chance to incorporate innovative material in their classrooms, optimise their teaching process and promote and reinforce the implementation of modern technologies into the educational process, that will have a positive impact both on them and their students.
- Primary schools: The schools of primary education participating in the project will be provided with the necessary

resources and tools to support the implementation of modern technologies and digital education into the classroom. The schools will be able to realise the benefits that come from these innovative techniques and encourage their incorporation, benefiting their work force and their students.

- Parents and families of the students: The family environment will play a key role in the successful implementation of the project. They will provide the necessary guidance to the students, especially in the usage of digital tools, while supporting the project and motivating their children to engage into similar activities. Based on the project's material, the families will be able to complement the role of the teacher, stimulate their kids green entrepreneurial mindsets even more and disseminate even more the project's activities.
- Project's Partnership: The Partners that are involved in the project's preparation, development and actual implementation will be one of the project's important target audiences. Good communication for good cooperation has been established, as well as the creation of a friendly environment where the partners can cooperate efficiently. The Partners can acquire knowledge and experience on the topics of green entrepreneurship education and digital education, as well as skills and competences. All these they will be able to use them in their later careers and implement the existing knowledge on materials and tools in other similar projects and similar target groups. At national and European level:
- Primary schools: Schools of primary education around the country and around the EU could also be benefited from the project. The interested schools can have access on the online website and materials and use them or be influenced by them, leading to their own initiative of applying similar projects regarding green entrepreneurship education and digital education in their school contexts.
- Other institutions/training centres: Organisations and institutions that are active in a national or a European level may also be stimulated by the material and become interested in using it or in implementing similar projects to educate students and teachers, promote green entrepreneurship and foster digital education
- Other individuals: Other individuals may show interest in the project and want to participate individually and not as a part of a school union or an organisation/training centre, and families

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

In order to successfully disseminate our project and share its results beyond the Partnership, a set of activities are planned and specific tools will be used. VAEV will be the leading organisation that will plan and develop most of the dissemination activities, but every partner will have to engage actively and participate to these activities, in order to achieve the optimal results regarding the project's diffusion. The project's presentation and activity online will be one of the main tools used to introduce the GREENIN project to a wider audience. More specifically, the project's social media pages (Facebook, Twitter, Instagram, etc.) as well as the GREENIN website will support its promotion, while the partners will prepare a set of press releases and articles that will also contribute to its diffusion. Additionally, the social media pages and websites of each partner will play a key role to increase the project's visibility. The project will be also mentioned and promoted during the implementation of projects with similar topics and similar target groups, in which the partners are a part of. VAEV will be using even more tools, such as its newsletters in Italian and in English, while the organisation's good relationships with radio stations, tv channels and regional newspapers will assist to the project's optimal dissemination. All these activities will raise people's awareness regarding the GREENIN project; they will inform the public about the project's scope, aims and objectives and present its expected outputs and impacts. In order to attract the interest of stakeholders that belong in the project's target groups (schools, teachers, etc.) and that can benefit from the material that this project offers, the partners will extensively promote the open calls for participation, using all the previously mentioned means and other known portals, as well as direct and targeted e-mails, letters and calls to those stakeholders that were already identified in an earlier stage. Finally, the partners will seek out to contact and meet other stakeholders that can actually change policies and actions at a regional, national or even European level. Such stakeholders include persons that represent educational public authorities, teachers' associations or even academics and researchers. This action could lead not only to a successful dissemination of the project, but it could also have a significant impact on educational policies and strategies and could promote the acquisition of environmental, entrepreneurial and digital skills and competences from a young age.

Who will be responsible for the sharing and promotion activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your sharing and promotion plans?

Every partner organisation will assist to the implementation of dissemination activities during the GREENIN project, but VAEV with the support of InnovEd will be the leader organisation of these activities and responsible for the project's proper diffusion. VAEV is a not for profit association with a great experience in E+. Based on their profile, expertise and experience VAEV is expected to successfully assist in the GREENIN project's dissemination and diffusion. The organization also employs skilled staff with experience in a variety of fields, including dissemination and exploitation

activities, that are expected to provide their best knowledge towards the achievement of this goal. In order to achieve this goal, specific resources will have to be available. These resources include: - Dissemination Plan: The guidelines regarding the project's proper dissemination and diffusion have already been set during the project's Preparation phase. The Partnership discussed the means and tools (websites, social media pages, etc.) that will be used and the proper ways of dissemination. They decided that each partner will have to undertake exploitation activities and make sure that the project will get the proper diffusion in each country. It was also decided that VAEV was going to be in charge of the whole dissemination process and ensure that these activities are properly implemented. - Guidance and skilled staff: In the Preparation phase, it was decided that VAEV was going to provide assistance and support to each one of the other Partners regarding the exploitation process, due to the expertise and experience of its skilled staff. EURO-NET prepared a set of guidelines that every partner will have to follow and shared its experience and good practices, aiming to an optimized dissemination process. - Website and Social Media Strategy: Online activities will be in the core of the project's total dissemination plan. First of all, the project's website that will be developed will be the main tool that will provide the necessary information regarding the project's aims, targets and implementation. The Partners will also use their own websites and their social media pages that are already known and have a significant amount of visitors and followers; this will be an important step in order to ensure that the project will get a great publicity. Additionally, new accounts will be created in various social media (e.g. Facebook, Twitter, etc.) that will be used for a more complete dissemination approach. (ASSIST and VAEV). -Project Campaign, templates and official presentations will be made available to the consortium by VAEV too (VAEV and InnovED)

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing tangible project results, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

All of the Intellectual Outputs produced during this project's implementation will be in a digital form that can easily be provided online. In order to ensure their free access, the material aimed for the students and the teachers (IO1: e-book and IO2: e-guide) will be available, of open use and free download on the project's online platform, where every interested member can have easy access. The GREENIN village, the innovative digital learning game for the students, will also be available in the project's platform (IO3). The material will be in downloadable format and compatible with different operating systems and devices. Additionally, the partners will provide the links to the produced outputs and to the project's website via the social media pages of the project or even via their own websites and their social media pages. The same means will be used to promote the project's general information, aims, scopes, objectives and impact. The necessary information and links will also be provided in newsletters, press releases, reports, brochures and articles that will be disseminated by the partners. All these activities will not only make easier the access on the project's material, but it will also motivate stakeholders' participation, raise their awareness, support the material's re usage and promote Open Educational Resources.

How will you ensure that the project results will remain available and will be used by others?

The availability of a project's materials and results is significantly important and one of the main principles of Erasmus+. Sharing knowledge is therefore one of the main principles of the GREENIN project too, since the innovative material and tools that presents and the entirely-digital education that promotes would benefit a wider EU audience and should not be limited in the project's actual participants. It is, therefore, agreed among the Partnership that the project's results will remain available for other users and will continue to be distributed beyond the project period. The interactive e-book for the students (IO1), the e-guide for the teachers (IO2) as well as the online learning game (GREENIN village) and the whole project's website (IO3) will remain online for at least three years after the completion of the project in their current format. All the materials and outputs produced during the GREENIN project could be used later on from other schools of primary education, teachers or VET organisations, in order to promote digital education and the usage of innovative tools, as well as to enhance students' and teachers' digital skills and present new digital teaching techniques. To achieve all these, a sustainability plan is required, which will include all the details regarding the maintenance of the mentioned outputs, their frequent update and the resources required for that. The project's dissemination will also continue, via digital means such as the project's social media pages, as well as the partners' websites and social media pages. The proposed educational approach and methodology, the materials, tools and educational game and the outputs and results will be integrated in similar projects by the partner organisations, extending their usability. The partners will also promote the findings and outcomes of the GREENIN project using their networks, communicating them to people that might belong to the project's target group. Through the continuous dissemination of the project even after its completion, all the

previously mentioned outcomes can be adopted more than once by organisations, schools and teachers and successfully promote and spread even more green entrepreneurship education and digital education. This will reinsure the project's sustainability and its benefits will keep being distributed.

If relevant, please provide any other information you consider appropriate to give a full understanding of your sharing and promotion plan and its expected impact (e.g. how you have identified which results are most relevant to share and promote; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The Partnership has already agreed that the project will keep being disseminated even after its completion and that its outputs and results will continue to be available for everyone that is interested. This will ensure the project's sustainability and the distribution of its outcomes even after the end of its funding. In order to achieve that, a sustainability plan will be conducted, that will include all the actions that will have to be undertaken for this goal. IFF alongside P1 will be the organisations responsible for the proper development of the project's sustainability plan and will cooperate with the Partnership in order to achieve the optimal result. The outputs that will remain available are: • IO1 - GREENIN - e-Learning about green entrepreneurship and innovation • IO2 - GREENIN - e-Teaching about green entrepreneurship and innovation • IO3 - GREENIN online platform, including the online educational game, the GREENIN village The availability of the Intellectual Outputs will play a key role in the sustainability of the project. The educational approach and techniques proposed and the material and tools produced during the implementation of the project will keep having an impact and keep promoting entrepreneurial and digital education and stimulating green entrepreneurial mindsets. The Partners will keep promoting these outcomes via a variety of means and tools, such as their websites and social media pages, articles in journals, network, etc., while they will integrate the methodologies and approaches proposed, the material and outcomes to other similar projects or to their work with similar target groups. Additionally, the Partners will provide their consultancy services to all those parties that are interested to use the project's tools and integrate its material into an educational process. The project's results will also be shared with more people through the Erasmus+ Project Results Platform, where they will be uploaded. The coordinator, the organisation in charge for the sustainability plan, will identify potential obstacles that might come in the way and prevent the project's successful sustain. Additionally, the Partnership will continue to update the project's website and will do the necessary work and adjustments for the online game, in order to be always ready for use. All these guidelines and strategies concerning the project's sustainability and dissemination will be presented and discussed in depth in the 4th and final partners' meeting, at the end of the project. The project's sustainability strategy aims to provide its impact and benefits to as many as possible: this includes the project's promotion and the material's integration to stakeholders beyond the participants, such as schools, teachers, VET organisations, etc. In addition, the project's final goal is to disseminate its outputs and benefits to other European countries as well and have a significant impact on national and European policies that support and promote digital education and entrepreneurship education.

Annexes

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

Declaration on Honour

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

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

Mandates

Please download the Mandates, have them signed by the legal representatives and attach them here.
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

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

Other Documents

Please attach any other relevant documents. Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details [here](#)

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

Total Size (kB)	0
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Checklist

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

- It fulfills the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: DK01 - Danish Agency for Higher Education

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Participant Portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).

History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
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