

**Monitoring sheet
of the project implementation between schools KA229
(Coordinating institutions)**

1. Identification elements of the project:

Contract no:

Title: I Am Not a Target

Beneficiary: Liviu Rebreanu National College

Town: Bistrita

County: Bistrita- Nasaud

2. Modifications during the implementation of the project:

No

3. Project implementation

Present the project implementation stage (local activities carried out from the “project management and implementation” budget, activities that monitor and assess the progress of the project as well as dissemination and exploitation of the project’s results):

Up to this date, there have been activities proposed to be carried out by the Romanian management team, as project coordinator, as well as common activities for the partners involved in this project. Thus, in the first year of the project (October 2018- September 2019) we conducted the following activities:

October 2018

- Start-up workshop of the project
- Facebook page of the project
- Wrote the first two procedures on:
 - a. Selecting participants
 - b. Ensuring the preparation and safety of the participants in the learning mobility
- Selected the team of volunteering teachers
- Drew up documents (partnership convention, students and adults’ statements)
- Identified the external partners of the project and signed the partnership contracts
- Identified students with disabilities and monitored them in the first year of the project
- “Flash-Points of the School Areas!”
 - Identified Flash points
 - Hand-drew a map
 - Created a map in electronic format
 - Marked the Flash-alert-bullying points
 - Marked the points on the school premises
- International Conference on “Education, Religion, and Family in Contemporary Society”
- Workshop on “Limits and interactions in the realization of 3rd millennium education”

November 2018

- Educational digital cards with anti-bullying messages
- Uploaded the cards on the Facebook page and printed them for educational purposes

- Made stickers to mark "I Am Not a Target Day"
- Involved partners from the local community (firms and companies) in the Flash day – Anti-bullying warning
- Mobility 1 to Cyprus "Bullying and Socio-emotional Learning – Bullying Leaves Bruises Inside"
- Workshop "Bullying- forms, actors, behaviour indicators, strategies"
- Disseminated the Cyprus Teacher Mobility
- Romania started and administers the eTwinning Group – I am Not a target!

December 2018

- Photo-hunting journal – Cyprus mobility
- Drew up an early intervention plan for the teacher support teams
- Erasmus Corner
- Draft 1 of "Map of the impact"
- Completed the questionnaire on monitoring vulnerable children
- Draft 1 – dissemination plan
- Positive Post-It Day!
- Kindness Week
- Workshop on "Bullying and Socio-emotional Learning" Follow-up Cyprus Mobility
- Romania created the project's web page
- Romania made Risk Register, draft 1

January 2019

- Sorry File Day!
- Set up the peer-supportive teachers' teams at all educational levels
- Common model for the intervention plan for vulnerable children
- Applied a questionnaire regarding risks
- Updated Erasmus corner
- Romania realized the final draft of Risk Register for the first year of the project
- Romania published the article "Cyprus- Learning Experience" in the journal Didactica Nova

February 2019

- Safer Internet Day 2019 – event on Padlet
- Devised eLessons and strategies, created models and educational resources
- Wrote articles for the first issue of "The Voice"
- Updated Erasmus corner
- Drew up the final form of the dissemination plan
- Made the final form of the Impact Map

March 2019

- Workshop "The Future Scenarios Regarding the Digital Future of Terra"
- "Fake News" experiment – debate, possible scenarios
- Mobility 2 – Portugal – "Cyberbullying in everyday life"
- Updated Erasmus corner
- Local/regional/national dissemination
- Monitored vulnerable children
- Monitored the impact on students and teachers
- Romania wrote the article "Portugal- Learning Experience" published in Didactica Nova

April 2019

- Each country devised a national petition on sustainable development in a digital future, and published them in The Voice
- Completed the school bylaws regarding the main values and rules of coexistence in an imperfect peace in the classroom and school
- Report on the monitoring of vulnerable children in partner schools
- Updated Erasmus corner
- Celebrated diversity during the “European Intercultural Week”
- Competition “The most significant change”: a jury selected stories about significant changes due to the project’s activities and published the winner in the first issue of the journal

May 2019

- Romania edited the first issue of The Voice in English
- Updated the project web page

June 2019

- Celebrated 1st June, “I Am Not a Target” Caravan
- Workshop “Online Identity and Prestige” – debate with experts in the Romanian Police force and Anti-Drug Organization

July 2019

- Electronic games on Bullying/Digital safe/Cyberbullying/Interculturality and other topics related to the project’s objectives
- Final draft of The Voice, with ISSN
- Renewal of the dissemination plan
- Romania renewed Risk Register

August 2019

- eLessons on Bullying/Digital Safe/Cyberbullying/ Interculturality and other topics related to the project’s objectives

September 2019

- Workshop for parents “E-safety all the time” which focused on dangers and risks in the digital space, electronic applications for parental control, finding new solutions for electronic safety and protecting students’ identity at schools and in everyday life
- Prepared documents for the Italian mobility (Europass, safety procedure for the participants)
- Mobility 3 - Italy - “Educational strategies for preventing bullying in school – the Tri-Pax method”

Monitoring and assessment

- Every four months a member of the management team in the partner schools draws up a monitoring sheet of the activities in compliance with the Gantt diagram
- Once every six months a monitoring sheet is drawn up with the vulnerable children in each partner school
- There is a report at the end of the first six months of the project’s implementation

Dissemination and exploitation of the project’s results

- A dissemination plan has been made which included:
Teachers
Students

Parents/legal guardians/families
Members of school staff
Librarians
Schools
Trainers for adult and teacher education
Social workers/educators/school mediators
Psychologists and centres for psychological counselling and counselling
Local organizations/institutions/decision makers
Local businesses/artists/independent entrepreneurs
NGOs
School inspectors
The police
Anti-drug organisations

- All this ensures the optimum reach of the project's goals and promotes on a large scale (local, national and international) the activities and methodologies of the project
- After the first year of the implementation of the project, the results are extremely varied, consisting of tangible results as well as intangible results
 - abilities and personal experiences obtained by both the organizers and participants

Tangible results:

- 31 teachers have been trained in courses and workshops organized by the partner countries
- 99 students have been involved in the common educational activities (77 vulnerable and 22 in mobility to Portugal)
- 1 educational network
- 1 project web page
- 1 eTwinning project
- 1 Facebook page
- 1 Journal – The Voice
- 6 intercultural events
- 6 intervention programmes/early anti-bullying intervention
- 6 e-Lessons
- 6 e-Games
- 6 digital stories
- 6 national petitions on Digital Future
- 60 Flash Signs/Stickers
- 2 articles in Didactica Nova Journal
- 18 interim reports (3 for each partner school – once every 4 months)
- 12 reports on vulnerable children (2/school)

Intangible results:

- Development of the organizational culture in respect of security in the six partner schools
- Improvement of teaching and planning based on socio-emotional learning and managing situations related to bullying in schools
- Increased use of digital tools and educational platforms
- Increased quality of teaching and services
- Improved teacher-student relationships
- Ensuring a safe learning environment in the classroom and school
- Changing the organizational culture regarding inclusion and coexistence in an imperfect peace

- Dropping the number of bullying/cyberbullying incidents, school failure, abandonment and discrimination, antisocial behaviour and even suicide

All partner schools have disseminated the results of the project by:

- Erasmus+ corner
- Erasmus+ Logo
- Erasmus+ gadgets (T-shirts, mugs, magnets, stickers, pens, mousepads, balloons, block notes etc.)
- Flyers, brochures, posters, drawings, banners
- Erasmus+ exhibitions during public events
- Facebook page
- Project website
- School website
- Educational applications and platforms (Kahoot, Padlet, Smore)
- Erasmus + project results platform
- Forums/web chats
- Meetings with parents/managers/teachers/inspectors/trainers/politicians
- Intercultural days
- Erasmus+ events during mobilities
- Fairs and local festivals
- Workshops/events/exhibitions/conferences
- Caravan
- Local/regional/national press (paper and digital format)
- Local/regional TV stations
- Teaching journals

Describe the collaborations with partner institutions:

The following institutions and economic partners were involved in the development and implementation of the project:

- Casa Corpului Didactic, Bistrita-Nasaud supported the organization of the workshop on “Bullying and Socio-emotional Learning: Bullying Leaves Bruises Inside” and dissemination of the mobilities in Cyprus and Portugal by publishing the articles in Didactica Nova Journal
- County Library “George Cosbuc” hosted the workshop on “Digital Future” in which students, teachers and parents tried together to shape the future in the context of accelerated development of new technologies.
- The County Police Department in collaboration with Liviu Rebreanu National College organized the following activities:
 “Stop Violence Against Women International Day”
 Workshop: “Online Identity and Prestige”
 Anti-bullying Race
 Making the film on anti-bullying in collaboration with Tiberiu Useriu, influencer
 Kindness Week - humanitarian campaign
- Centrul Judetean de Excelenta, Bistrita- Nasaud: Debate “Zero Tolerance for Bullying”
- “Copacul de cafea” coffee shop: “I Am Not a Target Day” and “I Am Not a Target Caravan”
- Partners for organizing “I Am Not a Target Day” were Merigo Ice cream shop, Jaqueline coffee terrace, and Plan B Brasserie
- Centrul Judetean de Cultura supported the organization of “Intercultural week”
- Sepia Print printing house

4. Transnational learning/teaching/training activities

Describe all the transnational activities carried out until the completion of this file in chronological order

Activity 1 (LTTA)

Gymnasio Agias Paraskevis Geroskipou, Pafos, Cyprus

Short-term joint staff training

The 1st day, Monday, 26 November 2018, started with a brief meeting welcoming the students, teachers and the coordinating team. The teachers were given information about school life in Cyprus while visiting the school. Furthermore, information was given on rules and life values in Cyprus, security measures, accommodation, work schedules, rules for the Photo hunting activity, and ways of giving feed back on the mobility. The teachers were welcomed also by the mayor, visited the City Hall and a nearby UNESCO heritage church. In the afternoon, the teachers had a very interesting and interactive activity at Ayios Neofytos Monastery, where a monk made a presentation on kindness based on the everyday life orthodox ideology. The day ended with a presentation of an experience of the host school and sharing good practices of the anti-bullying programme "VISC-Together against violence."

The 2nd day, Tuesday, 27 November 2018 , started with a guided tour to Kato Paphos in order to understand the multicultural context of the place and the way in which different intercultural influences have been integrated in past and today's lifestyle. The learning activities continued with two workshops in the afternoon. The Cypriot coordinating teacher, Leto Rodha, presented the educational context of the host school and the way they tackle diversity and intergrate students who come from different European and Asian countries, including students from Syrian immigrants (Workshop 2: Diversity and integration in the school environment - National educational strategies for integrating and including diversity in the classroom - Pafos Case). The day finished with the 3rd workshop on Emotional Intelligence (EI) and Socio-emotional Learning, by realising a 15 petal flower which can express verbally and non-verbally the 15 essential aspects that teachers focus on while teaching: the ability to cope with social issues; the ability to solve conflicts; the ability to interact positively with others; the ability to understand emotions; the ability to manage emotions; the ability to divide emotions; anger management; self-esteem, self-control; confidence; patience; morality; empathy; tolerance to diversity.

The 3rd day, Wednesday, 28 November 2018, began with the presentations of real bullying incidents in schools in order to identify some anty-bullying activities and interventions in schools. The strategy of peer supportive teachers was explained and how teachers could devise an early intervention plan. The activity was conducted in mixed teams (2 teachers from different countries) having as result seven project plans, expressed from different points of view, with different shapes and design. They were uploaded on the Facebook page so that all participating teachers in the project be able to complete the second type of plan once they were back home. Some key words were selected from all the presented plans and sent to all the participants in order to integrate them in a poem (this, to understand how difficult it is to integrate in a structure some random words, just like in the educational context, where there are no words but people and souls). The day continued with the 4th workshop „Electronic Security and Safety, School Policies and Practices” during which, Christos, an external partner, held a creative experiential workshop to reconstruct bullying stereotypes. Some interactive and informal learning strategies were presented,

based on role play and acting, emphasising critical thinking, creativity and personal expression using only body language.

On the 4th day, Thursday, 29 November 2018, the activity started on Wednesday morning was completed, and all the teams presented their poems in a mini-album. Then, there were discussions on how to create an e-Quiz using Kahoot and planning the e-Lessons. The teachers created a Kahoot test on bullying. Furthermore, a trip to Nicosia was organized in order to learn about the imperfect peaceful coexistence of Cypriot and Turkish population in the same city.

The 5th day, Friday, 30 November 2018, began with the 5th workshop “Design and Create Electronic Learning Tools”. The participants created tests on Kahoot and tested them. The day continued with the 6th workshop on “Forms and Indicators of Bullying”, presented by Dr. Olga Koundouri, Reader at the Psychology Department of the University in Cyprus. She presented details about the ViSC programme at a national level, on how they had written and implemented the programme, what the impact and results of it were. Some conceptual clarifications had been made on the key terms in bullying and discrimination at school, what methods and strategies could be used in the learning process of students as well as about how adults can cope with aggressions. The following activities focused on feedback. Each team showed a collection of photographs using the key points of the Photo-Hunting Map and made a digital journal with the Flash Country Hunting pictures. The Spanish team made the final draft of the journal using a quiz program to create a video album.

Type of activity	No of participants	Period	Host country
Choose an item	2 teachers	26-30.11.2018	Cyprus

Activity 2 (LTTA):

Agrupamento de Escolas Emidio Navarro - EB da Cova da Piedade, Almada, Portugal

Short term exchange of groups of pupils

The 1st day, Monday, 18 March 2019, began with welcoming the guests at EB da Cova da Piedade, where the host students sang songs followed by a visit of the school. Being a primary school, all the activities were designed based on this specific age group. Students and teachers were given identification badges and safety instructions. After that, there were icebreaker activities and a PowerPoint presentation on “Games of the Future.” This presentation was given by a 10-year old Portuguese student, who, later, invited the group to learn and play traditional games on the school’s playground, offered by the Association of Collectivities of the Municipality of Almada. The open air games have been designed to develop tolerance and inclusion of diversity within a group, to diminish the invisible distances among the children playing the games. The 1st workshop - “Keep my virtual school safe” took place in the afternoon. With the help of teacher, Bernardete Teixeira, the students were challenged to create the idea of a virtual school using different materials.

The 2nd day, Tuesday, 19 March 2019, began with a debate on “My Facebook Experience” coordinated by Sofia Reis at Emidio Navarro school. Using the Focus Group method and the PowerPoint presentations, the students learnt how to use the social networking site, Facebook correctly. Later, the 2nd workshop “From Playground to the Cloud” focused on the playground as a laboratory where one can analyse and prevent deviant behaviour. Even the shyest of students were involved in the activities. In the afternoon, the students took pictures of the

billboards on bullying on the streets of Almada and expressed their opinions on the topic.

The 3rd day, Wednesday, 20 March 2019, there was a visit to the Municipal Library of Almada, Forum Romeu Correia where the children were involved in a research activity on “Real vs Virtua.” The students involved in the project worked together in groups in different parts of the library in order to create a sketchbook. In the afternoon, they visited Casa da Cerca in Almada, an art gallery, which the students explored and discovered ideas for their book on art and virtual reality.

The 4th day, Thursday, 21 March 2019, began with a presentation “TED talks on Cyberbullying – 2 minutes for you.” After the presentation, psychologist Patricia Gouveia, member of the Parents’ Association of the school, coordinated a research activity on the topic of bullying and cyberbullying among children. Based on group work activity, she presented a study on teacher-student relationships, talked about different types of bullying and cyberbullying and at the end, the participants created and presented a common paper on the TED format (2 minutes to share ideas). Thus, the children managed to develop abilities to detect and manage online risks and dangers at school and in everyday situations, improved critical thinking concerning social identity, learnt to manage their emotions by speaking in public, building positive communication skills, tolerance and diversity. In the afternoon, an experiential learning took place on the streets of Lisbon in order to discover the anti-bullying markings and to compare them to the ones in Almada (comparative analysis).

The 5th day, Friday, 22 March 2019, the children celebrated the Cultural Day of Diversity by making friendship bracelets with the letters of the partner countries and their flags. Coordinated by their teachers, the students had to use their imagination to create these bracelets and had discussions on geographical topics, history and cultural differences. After that, each country worked on the electronic journal Flash Photo Hunting which was shared on the project’s webpage. At the end of the mobility, the participants completed the post-project satisfaction questionnaires.

Type of activity	No of participants		Period	Host country
Choose an item	Students	Teachers	18-22 March 2019	Portugal
	6	2		

**Activity 3 (LTTA):
Istituto Comprensivo “Silvio Pellico”, Veduggio del Lazio, Italy
Short term joint staff training**

The 1st day, Monday, 23 September 2019, the school principal and the teaching staff welcomed the guests and informed them about the Photo Hunting rules. The primary school “De Amicis” put on a musical welcome. Later, the whole team visited “La Nostra Famiglia” kindergarten and primary school, where they participated in the activities together with the children. In the afternoon, the group participated at the 1st workshop “Social Media Literacy and Cultural Environment of Social Media” conducted by prof. Attivissimo, who explained the dangers connected to superficial use of social media. The workshop welcomed also the children’s parents. In the evening, the teachers met the village mayor and the local authorities and the students of the school sang the national anthems of all the countries involved in the project.

The 2nd day, Tuesday, 24 September 2019, at Villa Aliverti (the City Hall), the teachers participated at the 2nd workshop on the Tri-Pax method, created by Ms

Adriana Battaglia. This method emphasizes the importance of empathy among students, and in the teacher-student relationship. To prevent bullying, if a teacher is incapable of understanding and relating to their students' feelings, he/she will not have the ability to deal with bullying efficiently. The day continued with the 3rd workshop conducted by Mr Tognola who presented a bullying case, after which they had a role play activity on assuming responsibility (brainstorming on defending-accusing of the victim and aggressor) trying to find effective solutions for the given case. In the afternoon, the group participated in a laugh therapy. Laughing was presented as a way to develop emotional intelligence and affective education. The participants tested interactive strategies to develop emotional intelligence. These courses are part of the teachers' development courses.

The 3rd day, Wednesday, 25 September 2019, was spent in Milan. Due to an unexpected problem, Mr Carlucci's workshop on Electronic Security and Safety was postponed for the following day, so the day was spent visiting the city of Milan. The participants visited La Castello Sforzesco (an ancient castle built in the 15th century) with its recently opened to the public Sala Delle Asse, where works of Leonardo da Vinci and Michelangelo's Pieta Rondanini were on display. The Duomo, Galleria Vittorio Emanuele II and Teatro alla Scala were also visited. This day spent together was a wonderful occasion for the participants to get to know each other, to share opinions and cultural experiences, thus, emphasizing the importance of accepting diversity from both social and cultural points of view.

The 4th day, Thursday, 26 September 2019, as planned, in the morning the teachers listened to the speech on online identity and prestige delivered by the first officer of the local post office and a lawyer specialized in this field. They spoke about legal aspects of cyberbullying and the steps to be taken in order to manage it successfully and according to the law. Next, Mr Carlucci joined the team to conduct the workshop on Electronic safety, which was supposed to take place the day before. This helped a lot in the process of obtaining the e-safety label for schools. In the afternoon, the teams visited Lake Maggiore, another good opportunity to create positive and meaningful relationships.

The 5th day, Friday, 27 September 2019, Ms Lischetti delivered a speech on different ways of inclusion in a multicultural society. After the debate, the team went to the IT lab to create a Google Docs Quiz and to participate in an eLesson about the first Italian case of bullying which led to the suicide of a 14-year-old girl. Her story helped implement the anti-bullying law in Italy. The day ended with the making of the Flash Photo album on the shores of Lake Como.

Type of activity	No of participants		Period	Host country
Choose an item	Students	Teachers	23-27 September 2019	Italy
	-	2		

Activity 4 (LTTA): Not applicable

5. Impact

- describe the impact of the project on the participants, beneficiary institutions, target group and local community

The activities carried out in the project had an impressive impact on TEACHERS. These

- have developed competences managing conflicts in the classroom, school yard and sports fields;
- have managed to identify possible bullying/cyberbullying cases and to act according to the protocol developed in the project;

- have acquired knowledge and experience which can be applied to improve coexistence in schools;
- have acquired knowledge regarding emotional intelligence and managing emotions;
- have improved their teaching methods based on socio-emotional learning;
- have developed language competences;
- have got involved in projects at school, eTwinning projects or projects at a national level;
- are motivated to continue training and participating in workshops organized for students and their parents;
- have acquired a more flexible and innovative way of teaching;
- have developed competences as educational architects, creators of educational tools;
- have managed to build a teacher-student relationship based on safety, cooperation and openness;
- have improved their teaching skills and self-respect as well as respect towards others.

STUDENTS involved in the project:

- have become more motivated to understand bullying, more tolerant and open towards others who are different;
- have become more respectful and less conflicting, which led to an increase in their learning process;
- have managed to develop competencies in recognizing situations of intimidation at school, acting responsibly and safely in preventing conflict escalation;
- have acquired knowledge regarding the necessary tools to know how to protect their online identity;
- have established friendships with students and their families from the partner schools;
- have learnt to manage their emotions more efficiently;
- increased their emotional intelligence level;
- have experimented activities which had as goal to improve the quality of students' lives in order to become responsible and tolerant adults;
- have managed to contribute to the improvement of the quality of their colleagues' lives, who present a higher risk of becoming bullying victims (ethnic minorities, socio-economic difficulties);
- have improved their academic results;
- have increased their desire to become active citizens in their community.

PARENTS

- have become more active in school life;
- have developed abilities to recognize and know how to react in cases when their children are victims of bullying or cyberbullying;
- have acquired the necessary tools to control and protect their children from internet generated risks and to protect their identity;
- have become more involved and more empathetic;
- have improved their relationships within their family and with the school;
- believe in the efficiency of interventions in cases of victims of violence.

IMPACT ON LOCAL COMMUNITY

- an improvement of the emotional state in society and the desire to solve and prevent problems with integration at work;

- new connections have been established between local administrations and communities from the partner countries;
- links were established between schools;
- the community has become more powerful and united for the common cause of preventing/stopping bullying and cyberbullying;
- international cooperation for global education;
- the sense of global citizenship and democratic participation have been fully understood by the people of a European community.

6. Difficulties

What kind of difficulties have you encountered during the implementation of the project/how did you solve them?

During the implementation of the project some activities have been delayed but carried out in the end. Some partners had conflicts in their implementation team; some directors did not support the activities in their schools; some partners did not carry out the activities because they had never used those methods; other partners did not know how to use technologies etc. However, we can successfully communicate in the closed Facebook group, understand the difficulties and help each other. Although monthly deadlines had not been respected, each country did their best to implement the activities. The delay was not significant and justifications were noted down in the monitoring activity at each partner school.

7. Budget

	Euro
Project management and implementation	
Transnational learning/teaching/training activities	
Total	

- How do you think ANPCDEFP can help you to better implement the project? Everything is fine. We are pleased with the way the Agency is involved in the project.

Contact person,
DALIA CHIRA

Director,
SUSANA GĂLĂȚAN

Signature

Signature and stamp

Date: 12 October 2019