

KA220 - Digital Harmony – WP2/LTTA 1 Réunion

2025 - Sept. 1st – 5th



Lycée Roland Garros
Envolez-vous vers la réussite !

A week international Erasmus collaboration at Lycée Roland Garros in La Réunion, France, with educators and students working on digital literacy and citizen engagement.

With the support of the
Erasmus+ Programme
of the European Union



DAY 2: Tuesday, September 2



8:30 AM – 10:30 AM

Rooms C30/C35

Workshops - Integration of students in STI2D.(2 workshops = 2 hours) Reflection on social media feature collection - STI2D groups + European students



Reminder of administrative and financial constraints, audit review. Reminder of accounting file operations. Distribution of annual workload. Implementation of a retro planning. Project management tool.

AUDIT REVIEW

POINTS SENSIBLES

1. Sélection des participants et respect du public cible

1.1. Constatations

Le profil des participants prenant part aux activités du projet ne sont pas forcément pertinents. Ils sont en désaccord avec le public cible initialement définis à la candidature. En effet, à la suite de la première activité d'apprentissage, il est apparu certaine interrogation quant au profil de certains participants et à leur motivation pour les activités du projet.

1.2. Recommandations dans le cadre d'un futur projet

La candidature, déposée et validée par l'Agence Erasmus+ France, prévoyait l'implication de jeunes âgés de 14 à 18 ans, spécifiquement identifiés comme le public le plus influencé par les réseaux sociaux. Leur participation aux différentes activités et mobilités du projet constitue un élément central. Le rapport final sera en parti évalué sur le respect des objectifs et le respect du public cible. Il est donc impératif que l'ensemble des membres du consortium respecte strictement ce public cible, tel que défini dans le projet. Le consortium a établi une base solide de critères de sélection des participants, visant à garantir transparence, pertinence et équité. Ces critères doivent être appliqués de manière uniforme par l'ensemble des partenaires, pour chacune des activités d'apprentissage. Pour rappel, selon la page 279 du Guide du programme Erasmus+ 2024, les activités d'apprentissage doivent apporter une réelle valeur ajoutée aux objectifs du projet. La sélection des participants doit donc être pertinente et leur participation pleinement justifiée. Ces mobilités ne doivent en aucun cas être perçues ou utilisées comme des vacances familiales.

Participants + Duration of the stay in each mobility

SENSITIVE POINTS

1. Selection of Participants and Adherence to the Target Audience

1.1. Findings

The profile of the participants involved in the project's activities is not necessarily relevant. They do not align with the initially defined target audience in the application. Indeed, following the first learning activity, certain questions arose regarding the profile of some participants and their motivation for the project's activities.

1.2. Recommendations for Future Projects

The application, submitted and validated by the Erasmus+ Agency France, anticipated the involvement of young people aged 14 to 18, specifically identified as the audience most influenced by social media. Their participation in the various activities and mobilities of the project is a central element. The final report will be partially assessed based on the adherence to the objectives and respect for the target audience. It is therefore imperative that all consortium members strictly adhere to this target audience as defined in the project. The consortium has established a solid foundation of selection criteria for participants, aimed at ensuring transparency, relevance, and equity. These criteria must be uniformly applied by all partners for each learning activity. As a reminder, according to page 279 of the Erasmus+ Program Guide 2024, learning activities must provide real added value to the project's objectives. Therefore, participant selection must be relevant, and their participation fully justified. These mobilities must not be perceived or used as family vacations under any circumstances.

AUDIT REVIEW

PISTES DE PROGRES

1. Ajuster vos indicateurs quantitatifs avec vos partenaires

1.1. Constatations

Les indicateurs quantitatifs définis dans le formulaire de candidature ne sont pas accompagnés de données chiffrées précises. En l'état, ils ne permettent pas d'évaluer de manière objective et mesurable la contribution des livrables et résultats à l'atteinte des objectifs du projet.

1.2. Recommandations dans le cadre d'un futur projet

Afin de sécuriser la remise de votre rapport final et de garantir l'atteinte des objectifs fixés dans le cadre de votre projet, il est recommandé de définir précisément vos indicateurs quantitatifs et de les ajuster si nécessaire. L'évaluation qualitative de ce rapport, déterminera le montant final de votre subvention, prendra en compte le niveau d'atteinte de ces indicateurs.

Measurable assessment of
deliverables, indicators

PROGRESS INDICATORS

1. Adjust your quantitative indicators with your partners

1.1. Findings

The quantitative indicators defined in the application form are not accompanied by precise numerical data. As they stand, they do not allow for an objective and measurable assessment of the contribution of deliverables and results to the achievement of the project's objectives.

1.2. Recommendations for a future project

To secure the submission of your final report and ensure the achievement of the objectives set for your project, it is recommended to clearly define your quantitative indicators and adjust them if necessary.

The qualitative evaluation of this report will determine the final amount of your grant and will take into account the level of achievement of these indicators.

AUDIT REVIEW

2. Implication des partenaires

2.1. Constatations

L'implication des partenaires dans les activités préparatoires et la production des résultats apparaît déséquilibrée, notamment à l'occasion de la première mobilité. La qualité des contributions préparatoires fournies par certains partenaires ne semble pas répondre aux standards requis pour atteindre les objectifs fixés. Par ailleurs, la transmission des pièces justificatives demandées par le coordinateur n'est pas assurée de manière rigoureuse par l'ensemble des membres du consortium.

2.2. Recommandations dans le cadre d'un futur projet

Lors des réunions de coordination, il serait pertinent de définir clairement les objectifs des mobilités à venir, en précisant notamment la nature et la qualité des livrables attendues. Pour garantir l'atteinte de ces objectifs, il est essentiel que tous les membres du consortium s'engagent pleinement à respecter la politique qualité relative aux résultats à produire. Par ailleurs, il serait judicieux d'ajuster vos sous-contrats en intégrant des clauses spécifiques visant à sécuriser la qualité des résultats attendus ainsi que la transmission rigoureuse des pièces justificatives. Le versement des parts de subvention pourrait être conditionné au respect de ces dispositions.

Tasks? Who does what?
The production of results
appears unbalanced.

2. Partners' Involvement

2.1. Observations

The involvement of partners in preparatory activities and the production of results appears unbalanced, especially during the first mobility. The quality of preparatory contributions provided by some partners does not seem to meet the required standards to achieve the established objectives. Additionally, the submission of supporting documents requested by the coordinator is not being rigorously ensured by all members of the consortium.

2.2. Recommendations for a Future Project

During coordination meetings, it would be pertinent to clearly define the objectives of upcoming mobilities, specifying particularly the nature and quality of the expected deliverables. To ensure the achievement of these objectives, it is essential that all members of the consortium fully commit to adhering to the quality policy related to the results to be produced. Furthermore, it would be wise to adjust your subcontracts by incorporating specific clauses aimed at securing the quality of the expected results as well as the rigorous submission of supporting documents. The disbursement of grant portions could be conditioned on compliance with these provisions.

3. Coordination

3.1. Constatations

Bien que le coordinateur affiche un leadership affirmé et de grandes ambitions pour ce projet, son équipe pédagogique rencontre des difficultés à faire valoir son niveau d'exigence auprès de certains partenaires. Par ailleurs, les échanges lors du contrôle en cours de projet ont mis en lumière un besoin exprimé de s'appuyer davantage sur les bases légales du programme.

3.2. Recommandations dans le cadre d'un futur projet

Au regard de la convention de subvention et de ses annexes vous pouvez en tant que coordinateur vous appuyer sur certaines références contractuelles pour transmettre vos ambitions et votre exigence, notamment au Chapitre 4 lié à la Mise en œuvre de la subvention et aux devoirs et obligations de chaque bénéficiaire. Ainsi, vous pouvez vous appuyer sur la Section 1 article 7.a :

Chaque bénéficiaire a l'obligation :

- de tenir à jour les informations stockées dans l'outil d'établissement de rapports et de gestion d'Erasmus+ (voir [article.19](#));
- d'informer sans délai l'Agence Erasmus+ France (et les autres bénéficiaires) de tout événement ou de toute situation susceptible de compromettre notablement l'exécution de l'action ou de la retarder (voir [article 19](#));
- de soumettre au coordinateur en temps utile les garanties de préfinancement (si nécessaire ; voir article 23),
- sa contribution aux éléments livrables et aux rapports techniques (voir article 21),
- tout autre document ou information requis par l'Agence Erasmus+ France conformément à la convention ;

Ainsi que sur l'article 7.b sur les obligations du coordinateur :

- [de](#) s'assurer que l'action est exécutée correctement (voir article 11);
- [de](#) demander et d'examiner tous les documents ou informations requis et de vérifier leur qualité et leur caractère complet avant de les transmettre à l'Agence Erasmus+ France,

Enfin concernant la qualité des résultats l'article 6.4 de l'annexe II de la convention de subvention rappelle les critères d'évaluation et notamment :

- La qualité des activités entreprises et leur cohérence avec les objectifs du projet ;
- La qualité des produits et des résultats obtenus

Informations in time, reportings
– required documents –
invoices of eligible expenses

3. Coordination

3.1. Findings

Although the coordinator displays assertive leadership and great ambitions for this project, their teaching team is struggling to assert its level of requirements with certain partners. Furthermore, discussions during the ongoing project review highlighted an expressed need to rely more on the legal bases of the program.

3.2. Recommendations for Future Projects

In light of the grant agreement and its annexes, you, as the coordinator, can rely on certain contractual references to convey your ambitions and requirements, particularly in Chapter 4 related to the Implementation of the grant and the duties and obligations of each beneficiary. Thus, you can refer to Section 1, Article 7.a:

Each beneficiary is obliged to:

- Keep updated the information stored in the reporting and management tool of Erasmus+ (see Article 19);
- Inform the Erasmus+ Agency France (and other beneficiaries) without delay of any event or situation that may significantly jeopardize the execution of the action or delay it (see Article 19);
- Submit to the coordinator in a timely manner the pre-financing guarantees (if necessary; see Article 23),
- Their contribution to deliverables and technical reports (see Article 21),
- Any other document or information required by the Erasmus+ Agency France in accordance with the agreement;

As well as Article 7.b regarding the obligations of the coordinator:

- Ensure that the action is executed correctly (see Article 11);
- Request and examine all required documents or information and verify their quality and completeness before transmitting them to the Erasmus+ Agency France.

Finally, regarding the quality of results, Article 6.4 of Annex II of the grant agreement reminds us of the evaluation criteria, including:

- The quality of the activities undertaken and their coherence with the project's objectives;
- The quality of the products and results obtained.

RÉSUMÉ BUDGET

ORGANISME	MT1 gestion du projet		2 - Dígital Literacy and Cívíc Enga		WP3 - Mental Health ín the Dígital		P4 - Empowering Dígital Change-		- Dísseminátion&Community En		TOTAL PROJET	
	BUDGET PREVISIONNEL	BUDGET REALISE	BUDGET PREVISIONNEL	BUDGET REALISE	BUDGET PREVISIONNEL	BUDGET REALISE	BUDGET PREVISIONNEL	BUDGET REALISE	BUDGET PREVISIONNEL	BUDGET REALISE	BUDGET PREVISIONNEL	BUDGET REALISE
Organisme coordinateur	12 000,00 €		3 018,00 €		13 701,00 €		10 966,00 €		14 986,00 €		54 671,00 €	18 111,97 €
ERAPRO Roumanie	6 000,00 €		12 594,00 €		1 480,00 €		7 366,00 €		11 664,00 €		39 104,00 €	0,00 €
MyMobility Macédoine	6 000,00 €		9 256,00 €		8 014,00 €		7 366,00 €		10 872,00 €		41 508,00 €	0,00 €
Euroformaz Italie	6 000,00 €		10 424,00 €		7 384,00 €		1 498,00 €		11 034,00 €		36 340,00 €	0,00 €
Emalpasa Ferzent Turquie	6 000,00 €		10 406,00 €		8 014,00 €		7 366,00 €		10 115,00 €		41 901,00 €	0,00 €
Music School Komotini Grèce	6 000,00 €		10 296,00 €		7 904,00 €		7 256,00 €		5 020,00 €		36 476,00 €	0,00 €
TOTAL	42 000,00 €	0,00 €	55 994,00 €	0,00 €	46 497,00 €	0,00 €	41 818,00 €	0,00 €	63 691,00 €	0,00 €	250 000,00 €	18 111,97 €
	16,80%	0,00%	22,40%	0,00%	18,60%	0,00%	16,73%	0,00%	25,48%	0,00%	100,00%	7,24%

1	ORGANISME COORDINATEUR <i>Lycée Roland Garros France</i> OID E10094188					
2	MODULES DE TRAVAIL	Étape	DATES PRÉVUES	DATES RÉALISÉES	BUDGET PREVU	BUDGET RÉÉL
3	MT1 gestion du projet				12 000,00 €	2 962 €
4	LTTA 1 - Accueil	WP2 - LTTA1 Accueil		1-5 sept 2025		2 962 €
5						
6						
7						
8						
9	MT2 / WP2 - Digital Literacy and Civic Engagement	En cours	(cf dossier candidature)		3 018,00 €	4 428,00 €
10	TPM1 North Macedonia - Kit de mobilité 1			13-14 mai 2025		2 214,00 €
11	TPM1 North Macedonia - Kit de mobilité 2			13-14 mai 2025		2 214,00 €
12						
13						
14						
15	MT3 WP3 - Mental Health in the Digital Age	En cours	(cf dossier candidature)		13 701,00 €	10 721,97 €
16	Facture Marines Voyage			2-13 mai 2025 / 5-9 mai		7 856 €
17	Facture Marines Voyage			2-13 mai 2025 / 5-9 mai		328,00 €
18	Facture Marines Voyage			2-13 mai 2025/ 5-9 mai		132,00 €
19	Régie Roumanie			2-13 mai 2025/ 5-9 mai		2 406 €
20						
21	MT4 WP4 - Empowering Digital Change-Makers	Non commencé	(cf dossier candidature)		10 966,00 €	- €
22						
23						
24						
25						
26						
27	MT5 WP5 - Dissemination&Community Engagement	Non commencé	(cf dossier candidature)		14 986,00 €	- €
28						
29						
30						

Annexe 3 of the sub-contract

KA220- "Digital Harmony" – Steering Social Media Towards Positive Mental Health and Active Societal Participation

PROJECT ORGANIZATION

Schedule and Frequency of Consultations Among International Partners

- **Contract Signing:** December 2024 for the disbursement of grants by the coordinator before December 15, 2024.
- **Launch Meeting:** Scheduled at the beginning of the project (December 2024 remotely, TPM1 in January 2025).
- **Monthly Coordination Meetings:** Held at the end of each month.
- **Quarterly Evaluation Meetings:** Conducted at the end of every third month.
- **Biannual Plenary Meetings:** Organized midway and toward the end of the project.

Internal Schedule

- **September 24, 2024, and October 11, 2024:** Launch workshops at the Erasmus Agency France.
- **November 7, 2024:** Remote meeting with the project manager from the national agency.
- **October 3, 2024, and November 17, 2024:** Remote meetings with partners.
- **November 2024:** Editing of the Convention, followed by presentation in the Board.
- **December 2024:** Internal call for participation – establishment of a steering committee (presentation of the project, development of a schedule, identification of working groups).

PROJECT EXECUTION AT THE INTERNATIONAL LEVEL

- **2 Organizational Consultations (TPM Transnational Project Meeting)**
- **January 12-15, 2025:** TPM1 in North Macedonia establishes the basis for project activities, ensuring that all partners have a clear understanding of their tasks and responsibilities. The goal is to maintain effective collaboration and coordination among partners.
- **July 2026 (Estimated Date WP5):** TPM2 in Turkey - evaluation and reflection point, assessing the overall impact of the project and discussing future opportunities – establishment of a platform to evaluate project outcomes.

MyMobility, Macedonian Partner (Host for TPM1):

- Host the first TPM in North Macedonia.
- Lead planning discussions for the entire project, driving the construction of a common schedule.
- Coordinate methods, tools, and communication for project execution.

KFBAL, Turkish Partner (Host for TPM2):

- Host the final TPM in Turkey.
- Lead evaluation discussions for the entire project, focusing on achievements and future opportunities.

- Coordinate feedback collection and the final report.

All Partner Organizations (Participants in TPMs):

- Each partner will send 3 adult participants to TPM2.
- Actively contribute to planning, evaluating, and discussing the future strategy of the project.
- Share experiences, challenges, and best practices from their local contexts.

LTTA Workshops (Learning – Teaching – Training Activity)

- **WP2 "Digital Literacy and Civic Engagement" – France / MACEDONIA (January 2025/1st Semester 2025)**
- **Meeting/Roland Garros High School (Host for LTTA1):**
 - Coordinate and host LTTA1, including logistics, accommodation, and local arrangements.
 - Collaborate with a local high school in Tetovo to facilitate participation of host students and teachers.
 - Lead the organization of workshops focused on digital citizenship and media literacy.

MM My Mobility Association in North Macedonia (Host for TPM1):

- Organize and host the first Transnational Project Meeting (TPM1).
- Facilitate initial planning discussions, task allocation, and agreements among partners.
- Ensure proper documentation of meeting outcomes and action plans.

All Partner Schools (Participants in LTTA1):

- Send 2 students and 2 teachers to participate in LTTA1.
- Actively participate in all planned activities, workshops, and training sessions.
- Implement skills and knowledge gained in their respective schools and communities.

All Partner Organizations (Participants in TPMs):

- Each partner will send 3 adult participants to TPM1.
- Actively contribute to planning, evaluation, and discussions on the project's future strategy.
- Share experiences, challenges, and best practices from their local contexts.

Main Partner for the "Digital Harmony Toolkit":

- Oversee the development of the DHT.
- Collaborate with other partners on content creation, design, and distribution.
- Monitor the use of the toolbox and gather feedback for continuous improvement.

WP3 "Mental Health in the Digital Age" – ROMANIA (2nd Semester 2025)

- **ERAPRO - Host for LTTA2:**

- Organize and facilitate the training activity on learning (LTTA2) on the theme "Navigating Mental Health and Social Media."
- Coordinate logistics, including the venue, equipment, and materials for workshops and activities.
- Collaborate with local mental health professionals to participate as guest speakers.

All Partner Schools (Participants in LTTA2):

- Select and prepare 4 students and 2 teachers to participate in LTTA2, ensuring a mix of backgrounds and skills.
- Actively participate in workshops, training sessions, and discussions, applying learning outcomes in their respective schools upon return.

Content Development for Workshops (Assigned to Specific Partners):

- Develop and refine the program and content for workshops on the mental health impacts of social media and digital wellbeing strategies.
- Prepare and provide training materials, case studies, and interactive activities for LTTA2.

Monitoring and Evaluation (All Partners):

- Implement and monitor pre- and post-activity assessments to evaluate knowledge and skills acquired.
- Collect participant feedback to assess the effectiveness of workshops and activities.

Dissemination and Advocacy (All Partners):

- Disseminate learnings and experiences from LTTA2 within their schools and local communities.
- Encourage students and teachers to initiate or participate in advocacy projects for mental health and digital wellbeing.

Contribution to DHT (All Partners):

- Provide contributions and resources for the DHT related to mental health and digital wellbeing.
- Ensure that the toolbox reflects the learnings and outcomes of LTTA2.

Communication and Reporting (Project Coordinator):

- Facilitate regular communication among partners regarding progress and challenges.
- Coordinate the collection and consolidation of LTTA2 reports for project documentation and dissemination.

• EUROFORMAZ (Host for LTTA3):

- Coordinate and host LTTA3 "Social Media for Social Good."
- Organize logistics, including venue, accommodation, and local arrangements.
- Facilitate sessions on using social media for social advocacy and effective online communication strategies.

All Partner Schools (Participants in LTTA3):

- Select and prepare 4 students and 2 teachers to participate in LTTA3.
- Actively participate in all planned activities, workshops, and training sessions.
- Implement skills and knowledge acquired in their respective schools and communities after LTTA3.

Development and Testing of the "Harmony" Application:

- Contribute to the development of the "Harmony" Application. This may involve providing content, feedback on design, and technical expertise.
- Participate in testing and refining the application, ensuring it meets the needs of the target audience and is user-friendly.

Monitoring and Evaluation (All Partners):

- Implement and monitor pre- and post-activity assessments to evaluate knowledge and skills acquired during LTTA3.
- Collect participant feedback to assess the effectiveness of workshops and the usability of the "Harmony" Application.

Dissemination and Advocacy (All Partners):

- Disseminate learnings and experiences from LTTA3 within their schools and local communities.
- Encourage students and teachers to use and promote the "Harmony" Application and initiate digital campaigns for social good.

Project Coordinator Roland Garros High School (France):

- Facilitate communication and coordination among partners throughout WP4.
- Oversee the overall development and deployment of the "Harmony" Application.
- Coordinate the collection of reports and feedback for project documentation and dissemination.

WP5 "Dissemination & Community Engagement" – GREECE (October 2025/June 2026)

- **Partner Komotini Music School, Host for LTTA4:**

- Organize and facilitate LTTA4 "Cultural Exchange and Digital Reflection" in Greece, including logistics and local arrangements.
- Lead cultural exchange activities and reflection sessions, encouraging participants to consolidate their learning experiences.
- Coordinate the creation of digital storytelling projects by participants during LTTA4.

All Partners:

- Select and prepare students and teachers to participate in LTTA4, ensuring they are informed of the objectives and expected outcomes.
- Actively engage in all activities, workshops, and cultural exchanges of LTTA4.
- Support students in creating and presenting digital storytelling projects.

Development and Promotion of the "Harmony Application" (All Partners):

- Contribute to the ongoing development and refinement of the "Harmony Application."
- Promote the application within their respective schools and communities, encouraging its use and providing feedback for improvements.

Planning and Organizing Multiplier Events (Each Partner):

- Organize and host a multiplier event in their respective countries aimed at disseminating project results and increasing community engagement.
- Plan the content and format of the event, including presentations, workshops, and the presentation of digital storytelling projects.

Monitoring and Evaluation (All Partners):

- Implement tools to track and evaluate the impact of LTTA4 and multiplier events, including surveys and feedback forms from participants.
- Collect and analyze data to assess the effectiveness of activities and the overall impact of the project.

Dissemination (All Partners):

- Disseminate learnings, digital storytelling projects, and experiences of using the application through various channels, including social media, the project website, and educational networks.

DAY 2: Tuesday, September 2



10:30 AM – 12:00 PM

A211-A212

European students – research work on laws regarding freedom of expression – adapting maps to each country's legislation

Teachers – Review of the DHT (GR/TU) – projection and planning of corrections.



12:00 PM – 1:30 PM

Lunch break



AUTHOR : Parent  MEDIA: Facebook CONTENT: A parent calls one of his child's teachers incompetent and accuses him of professional misconduct. PUBLIC: group of parents	AUTHOR: a school nurse  MEDIA: email and Whatsapp group CONTENT: A school nurse tells a teacher details about a pupil's health AUDIENCE: teachers	AUTHOR: a soldier  MEDIA: social networks CONTENT: A soldier reveals military information about armed interventions by his battalion AUDIENCE: Closed circle
AUTHOR : Citizen  MEDIA: social networks CONTENT: A person tells details about the life of his neighbour, giving his address. AUDIENCE: subscribers to their account	AUTHOR : An influencer  MEDIA: Social networks CONTENT: An influencer promotes a product and claims that the products sold by the competing company are 'rubbish'. AUDIENCE: public account	AUTHOR : an under-age pupil  MEDIA: social networks, text messages CONTENT: The pupil makes fun of a classmate whom he calls a whale because of her looks. PUBLIC: victim, class, pupils from the school, young people using the networks
AUTHOR : Citizen  MEDIA: On line newspaper CONTENT: In comments under an article, a citizen criticises President Macron's policies PUBLIC: Readers of the newspaper	AUTHOR: Civil servant  MEDIA: Online forum CONTENT: A school civil servant criticises his school and the policies of the French education system. PUBLIC: Readers of the on line forum	AUTHOR : Citizen  MEDIA: Social networks CONTENT: The Internet user calls his family thieves and swindlers for embezzling money from the family business. PUBLIC: open network



Review of the DHT
(GR/TU) – projection and
planning of corrections.

DEADLINE???

Formatting?

COUNTRY	LESSON PLAN NR	COMMENTS FROM THE GREEK TEAM	COMMENTS FROM THE TURKISH TEAM
ITALY	LESSON PLAN 1	Tip: Ask students to share eco-friendly habits they already practice.	NO COMMENT
ITALY	LESSON PLAN 2	Tip: Group brainstorming activities keep the lesson dynamic and interactive.	NO COMMENT
ITALY	LESSON PLAN 3	Tip: Encourage students to connect tasks with their own career aspirations for motivation.	NO COMMENT
ITALY	LESSON PLAN 4	Tip: Use visuals or metaphors to make complex neuroscience concepts easier to grasp.	Add a short debrief discussion after the neuro-mirror activity where students connect their personal observations to the brain.
ITALY	LESSON PLAN 5	Tip: Facilitate small-group sharing to create a safe environment for positive discussions.	NO COMMENT
ITALY	LESSON PLAN 6	Tip: Let students test one app live in class for a practical, engaging experience.	NO COMMENT
ROMANIA	LESSON PLAN 1	Tip: A short diary task helps students connect the topic to their personal lives.	NO COMMENT
ROMANIA	LESSON PLAN 2	Tip: Assign groups to analyze different websites and compare results in class.	Add a Simple, Action-Based Follow-up Task (1-week Digital Habit Tracker).
ROMANIA	LESSON PLAN 3	Tip: Provide model routines to inspire students' own creations.	NO COMMENT
ROMANIA	LESSON PLAN 4	Tip: Use short role-play activities to make online etiquette rules more engaging.	NO COMMENT
ROMANIA	LESSON PLAN 5	Tip: Use anonymous polls to help students engage openly without fear.	NO COMMENT
ROMANIA	LESSON PLAN 6	Tip: Ask students to research digital access challenges in their own community.	NO COMMENT
TURKIYE	LESSON PLAN 1	Tip: Share short real-life success stories to make the topic more relatable.	NO COMMENT
TURKIYE	LESSON PLAN 2	Tip: Have students track their own screen time for one day and discuss the results.	NO COMMENT
TURKIYE	LESSON PLAN 3	Tip: Role-play of typical online work scenarios helps make the learning concrete.	NO COMMENT
TURKIYE	LESSON PLAN 4	Tip: Use simple examples of election-related misinformation to illustrate the risks.	NO COMMENT
TURKIYE	LESSON PLAN 5	Tip: Encourage a debate on safe and constructive ways to express opinions online.	Break down suggested time allocations for each activity
TURKIYE	LESSON PLAN 6	Tip: A brief crisis simulation activity can make the learning more impactful.	NO COMMENT
GREECE	LESSON PLAN 1	Tip: Teachers may wish to test the AI tool beforehand to ensure smooth use.	NO COMMENT
GREECE	LESSON PLAN 2	Tip: A short reflective discussion at the end helps students process their emotions.	NO COMMENT
GREECE	LESSON PLAN 3	Tip: Encourage voluntary sharing of artworks in a supportive environment.	NO COMMENT
GREECE	LESSON PLAN 4	Tip: Use quick quizzes or polls to make the key concepts interactive and memorable.	Add a short "personal action plan" step where each student writes down one concrete change they'll make in their online behavior.
GREECE	LESSON PLAN 5	Tip: Setting clear debate rules at the beginning ensures a safe and respectful discussion space.	NO COMMENT
GREECE	LESSON PLAN 6	Tip: Use current real-life examples of misinformation to increase student engagement.	NO COMMENT
FRANCE	LESSON PLAN 1	Tip: Teachers should test the platform beforehand to ensure smooth use.	NO COMMENT
FRANCE	LESSON PLAN 2	Tip: Allow extra reflection time so students can process their emotional insights.	Add a short reflection step at the end where students write or share what they learned about their own emotions and how social media affects them.
FRANCE	LESSON PLAN 3	Tip: A guided debrief ensures students link their results to their own and others' experiences.	NO COMMENT
FRANCE	LESSON PLAN 4	Tip: Provide national or local examples to make abstract concepts more tangible.	NO COMMENT
FRANCE	LESSON PLAN 5	Tip: Test the games on classroom devices beforehand to avoid technical issues.	NO COMMENT
FRANCE	LESSON PLAN 6	Tip: Have students set personal goals for reducing scrolling and track progress.	NO COMMENT
NORTH MACEDONIA	LESSON PLAN 1	Tip: Use popular apps like TIKTOK or YouTube to illustrate algorithmic impact.	NO COMMENT
NORTH MACEDONIA	LESSON PLAN 2	Tip: Use short case studies or social media content to spark discussion.	NO COMMENT
NORTH MACEDONIA	LESSON PLAN 3	Tip: Present real examples of AI tools so students can compare benefits and concerns.	Add a short personal reflection step where students write one situation where they would trust AI for support, and one situation where they would not.

Type ▾

People ▾

Modified ▾

Source ▾

Name ↑	Owner	Last mo... ▾	File size	
 Digital Harmony Toolkit Part 1 (ROMANIA)				⋮
 FR Lessons	 me	15 Jul 2025	—	⋮
 GR Lesson plans	 Konstantinos...	14 Aug 2025	—	⋮
 ITALY	 prof.dalilaoliv...	19 Aug 2025	—	⋮
 MK Lessons	 me	21 Aug 2025	—	⋮
 ROMANIA	 alexandra.ciu...	19 Aug 2025	—	⋮
 TÜRKİYE	 a.firat2006@...	19 Aug 2025	—	⋮
 DHT Evaluation of the Lesson PLans.xlsx 👤	 me	27 Aug 2025	8 KB	⋮



DAY 3: Wednesday, September 3

9:30 AM – 11:30 AM

A201

Meeting with PSTMG students and teachers: how to disseminate the application? Student work on communication and project dissemination with the PSTMG team



A211



Corrections of the DHT

11:30 AM – 12:30 PM

Lunch break (cold meal?)

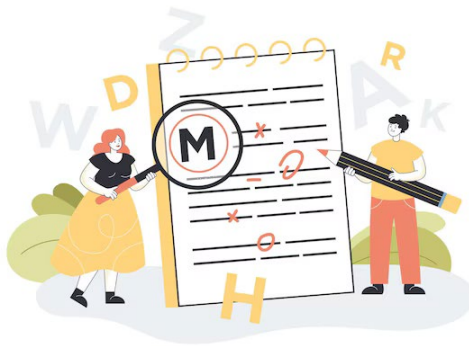
DAY 4: Thursday, September 4



**9:30 AM – 11:30
AM
Room AR01**

Meeting with PSTI2D (?) – How to involve students in design and implementation? How to establish a common specification? Presentation of 2 workshops (2 hours).

Room A21



**11:20 AM – 12:30
PM**

Lunch break



DAY 5: Friday, September 5

9:30 AM – 12:30 PM

A211

Review of the common planning and methods. Deadline for the DHT, online submission. Questionnaire. Completion of Beneficiary Module (working group). Official closure and certificate presentation



12:30 PM – 2:00 PM

Lunch break

Tasks to to



- Signature of the attendance list
- Students: Please leave your emails
- Evaluate the LTTA 1

Answer this french survey
and help us to collect
answers in your country



https://docs.google.com/forms/d/e/1FAIpQLSe9ovOXwNfg0P1pJ6JlShkzXCdreOJR0rYu3qPifllrhWJ_cg/viewform?usp=sharing&oid=114632785838555091068

Digital Harmony - LTTA 1 (Reunion) Survey

To prepare LTTA 1 (Reunion) - about Digital literacy and civic engagement

digital.harmony.erasmus@gmail.com [Switch accounts](#)

Not shared

COUNTRY

- ☐ FRANCE
- ☐ GREECE
- ☐ ITALY
- ☐ NORTH MACEDONIA
- ☐ ROMANIA
- ☐ TURKEYE

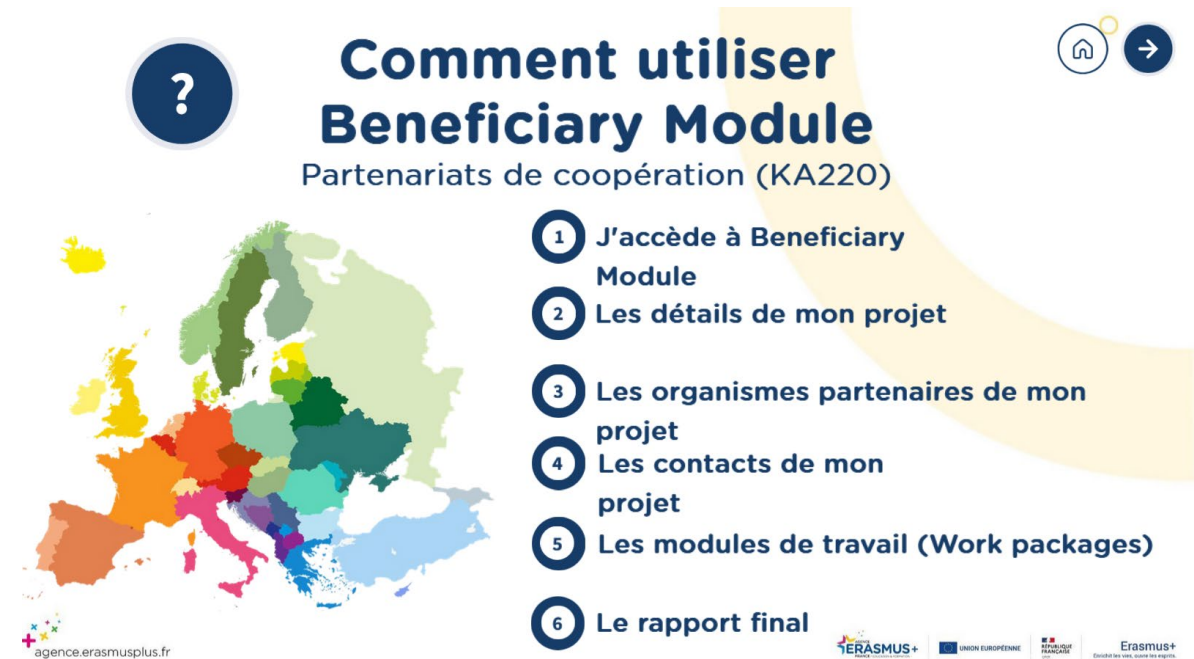
At what age did you get your first mobile phone?

- ☐ before 10
- ☐ between 10 and 12
- ☐ between 12 and 14
- ☐ between 14 and 16
- ☐ after 16

STEPS	FRANCE	GRECE	ITALY	N. MACEDONIA	ROMANIA	TURKEYE
Mobilities	LTTA 1	LTTA 4	LTTA 3	TPM 1	LTTA 2	TPM 2
DHT	6 Lessons	6 Lessons	6 Lessons	6 Lessons	6 Lessons	6 Lessons
DHT	Coordination + model	Checking the lessons			Formatting the DHT	Publishing DHT on website Checking the lessons
Digital App contents	Specifications = criterias (december 2025)					
Editing the App	Editing a prototype (february 26)	Creating the music				Professional / student help 1500€
Dissemination	D / country - photos	D /country - photos	D /country - photos	D /country- photos	D /country- photos	D /country- photos
Communication - tools	Internal communication = Trello??? Google Drive, Reports	Coordinating the dissemination and communication	Creating and managing social networks (FB, Inst, X)			Etwinning Website
Project	Financial and administrative Coordination Audit					Writing the project

Deadlines

- Monitoring report to the National Agency before **September 15th**
 - Financial report including LTTA 1
 - BM completed
- Oct 26th on line meeting:
 - Tasks to start? Discussions about the contents
 - Report about started work with students



Comment utiliser Beneficiary Module
Partenariats de coopération (KA220)

- 1 J'accède à Beneficiary Module
- 2 Les détails de mon projet
- 3 Les organismes partenaires de mon projet
- 4 Les contacts de mon projet
- 5 Les modules de travail (Work packages)
- 6 Le rapport final

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Students - Draw your impression



What have I learnt in la Réunion?