



A. General Information

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rational, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

For more information on how to fill in this application form, you can read the e-Forms Guideline.

B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for Schools Only
Call	2015
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2015 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	CHILDREN IN A EUROPE OF 2020
Project Acronym	
Project Start Date (dd-mm-yyyy)	01-09-2015
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	01-09-2017
Applicant Organisation Full Legal Name (Latin characters)	COLEGIO ADERAN I



Erasmus+

Application Form

Call: 2015

KA2 - Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for Schools Only

Form Version: 2.05

Form hash code



543694755A765204

B.2. National Agency of the Applicant Organisation

Identification

ES01 (ESPAÑA)

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

http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm

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EN



C. Priorities

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

Reducing disparities in learning outcomes affecting disadvantaged learners

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

Developing basic and transversal skills using innovative methods

Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest

Please comment on your choice of priorities.

We have focused on these priorities because all schools involved in the project have a high number of students that come from disadvantaged backgrounds. It is due to different factors: they live in rural areas, because of economic reasons or high rates of unemployment.

We are also interested in reducing the early school dropout rates. According to official data Denmark is the best with 8% of children. Finland, Holland and Cyprus with 9%, Hungary 11% and Spain 23%. Of course we must work on this topic to reduce the number of children in a close future, above all Spain. We have focused on Cyprus because they have reduced the rate from 18% to 9% in 2 years. We are very worried about unemployment rates in people under 25 years old, according to official data Holland is the best of us with 7,5%, Denmark 11%, Finland 18%, Hungary 26%, Cyprus 37% and Spain 59%. Holland, Denmark and Finland will show the others about their educative system and how it is related to the unemployment rates in order to improve our ways of teaching and learning in Hungary, Cyprus and Spain.

As European countries we must work at school to achieve the European objectives in 2020. We have realized that we must work on this line and we have chosen topics and we have developed the whole project with this aim.

We need to look for innovative methods in order to improve the teaching and learning of languages, children need a high level of key competences such as ITC skills or linguistic competences in a common Europe, and we must promote the linguistic diversity and intercultural awareness to prepare our students from an early age to study or look for work in Europe. We must focus on developing techniques and skills to link what they learn at school since early ages with the labor market in a close future.

We have children involved in the project that live in rural areas, come from disadvantaged backgrounds or with fewer opportunities, so we must work on this line to reduce the disparity in learning outcomes. We must include all children at school looking for innovative methods of learning and teaching languages, encourage in them the use of ITC to communicate in a common Europe. It is really important to reduce the number of children that leave school in early ages and encourage in the whole community the importance of education for children's future.



D. Participating organisation(s)

D.1. Applicant Organisation

PIC	947132445
Full legal name (National Language)	COLEGIO ADERAN I
Full legal name (Latin characters)	COLEGIO ADERAN I
Acronym	CPR ADERAN I
National ID (if applicable)	21600957
Department (if applicable)	
Address	C/ Santo s/n
Country	Spain
Region	ES61 - Andalucía
P.O. Box	
Post Code	21580
CEDEX	
City	Cabezas Rubias (Huelva)
Website	http://redcentros.ced.junta-andalucia.es/centros-tic/21600957a/helvia/sitio/index.cgi
Email	
Telephone 1	+34 959559912
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D.1.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is your organisation a public body?	Yes
Is your organisation a non-profit?	Yes

D.1.2. Background and Experience

Please briefly present your organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).



CPR ADERAN I is a rural school compound of three tiny villages in the South West of Andalusia: Cabezas Rubias, Montes de San Benito and Villanueva de las Cruces. All of them share the same Secretarial staff and are run by one Head teacher who are in the main school in Cabezas Rubias. The specialist teachers have to travel from one village to another and the tutors and children remain in their village of reference. We have students from 3 to 14 years old. We are a primary school although we have the first cycle of secondary education at school, due to the lack of a high school nearby. Our students are mainly Spanish but there are also some Polish and Romanian children.

Our 100 students are divided into the three villages, thus Cabezas Rubias has 55 children, Montes de San Benito 30 and Villanueva de las Cruces 15. We have different levels in the same classroom, so there are five classrooms in Cabezas Rubias, three in Montes de San Benito and two in Villanueva de las Cruces. There are 19 teachers for the three villages who teach History and Geography, Spanish, French, English, Art, Music, Mathematics, Science, Technology, Physical Education and Religious Education.

This area is known as "Andévalo" and people live mainly on agriculture, above all oranges, strawberries and olives. Other people raise pigs for our hams, which are famous worldwide. Anyway most of people live in poor conditions and are unemployed due to the recession. We have a very high rate of unemployment, above all people under 25 years old and a lot of children leave school or high school at very early stages. This is the main reason we have involved in this kind of project, because we consider it is really important if we want to reduce disparities in learning outcomes affecting our disadvantaged learners.

We have been working as an Eco-school for more than 10 years, we keep our Green Flag since then and we are very well known for our work to preserve the environment.

We have focused our curriculum in the learning of communicative languages for several years and we think that it is also one of the main important things in our school nowadays. We started to work as a CLIL school this year and we teach other subjects apart from foreign language teaching in English too, such as Social Sciences. It is a very early stage, so this year only children from 1st and 2nd grades attend these lessons. Next year we will include 3rd grade and in a few years we will have the whole school involved in this learning and teaching process. Due to this project we have a linguistic assistant from the United States who serve as a model for the children. She teaches them a lot of sociocultural aspects in her country and children and teachers have the opportunity of talking to a native English speaker.

Children from 3 to 4 years old have begun to receive foreign language lessons this year because of the CLIL program, so that all children learn a foreign language at school and they will join to the CLIL program at the age of 6. Since then they will be involved in the CLIL program till they finish school.

We think that to achieve our objectives, we need to develop the linguistic competence at school and we also joined to a new program (PLC), which is very important for us. It is a program in Andalusia to work on the linguistic competence and to encourage it in children since a very early stage. It is our first year in the project and it will last two years more.

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

We would like to be involved in the project because of our previous experience in European projects was great and our school, children, staff and the whole community benefited of this. After coordinating a Comenius project two years ago we are ready to coordinate a new project again. We have this experience and teachers and the whole community are very well prepared to develop the project properly. Now our school is better, but we need to keep working on the same line to give our students that come from disadvantaged backgrounds the same opportunities than other children in Europe, and we still have much work to do. We need this project and we have the support of the whole community for it. All the objectives in our project "Children in a Europe of 2020" are developed with the aim of including our children and the other partners' children in a common Europe. They must be ready to look for new opportunities in Europe and we have to work hard if we want to achieve it.

All people involved in the project in our country are very well prepared to develop it and they will contribute with lots of positive things.

We are an Eco-school and we will have lots of ideas to develop one of the main topics of the project "techniques for preserving the environment". We are in touch with other European schools because of The Eco-school European network and due to we are one of the schools associated to the UNESCO in Europe. We usually participate in a net about responsible consumption called ECOMS and we will use all of these nets to develop the topic and to spread it out.

Our school will be very useful for developing the manual with different techniques of teaching and learning languages. We will give a lot of information for the manual, since we are a CLIL school and with our work on the PLC (Linguistic Center Project). We will include the way of work in a rural school and the different techniques that teachers use when having different levels at the same time in the classroom.

We will be very important to develop the book with fairy tales and of course our particular dictionary with vocabulary and basic functions in our mother tongues.



We have also lots of ideas to avoid problems after the previous experience and to encourage in children communication.

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
THE EUROPEAN ARK	2012	2012-1-ES1-COM06-52133	CPR ADERAN I

D.1.3. Legal Representative

Title	Mr
Gender	Male
First Name	Sebastián
Family Name	Gómez Monge
Department	History and Science
Position	Principal
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Telephone 1	+34629802446

If the address is different from the one of the organisation, please tick this box

D.1.4. Contact Person

Title	Mr
Gender	Male
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Family Name	García García
Department	Foreign Language Teaching (English)
Position	Secretary and CLIL coordinator
Email	soyoldan@gmail.com
Telephone 1	+34615477466

If the address is different from the one of the organisation, please tick this box



D.2. Partner Organisation

PIC	946914971
Full legal name (National Language)	Woldschool
Full legal name (Latin characters)	Woldschool
Acronym	
National ID (if applicable)	14CW
Department (if applicable)	
Address	Holthinge Campweg 1
Country	Netherlands
Region	NL21 - Overijssel
P.O. Box	
Post Code	8341PJ
CEDEX	
City	Steenwijkerwold
Website	www.dewoldschool.nl
Email	
Telephone 1	+31521589000
Telephone 2	
Fax	

D.2.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.2.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Our school is located in a small village in the north part off the Netherlands called Steenwijkerwold. It's situated between farms and meadows and nearby de Weerribben which is a nature reserve and Giethoorn "the Venice of the North".



It's a small public school with 45 students at the age off 4-12. The children are divided in eight groups. There are five teachers and one headmaster.

Most of the children are living in the village of Steenwijkerwold or in villages nearby.

Each teacher has several groups.

The youngest children learn skills that prepare them for reading and math.

At the age of six they are starting to learn reading, writing and math.

Every school year this knowledge is extended.

When they're going to group five they also get biology, history and geography.

All children get art and music lessons and physical education.

The children also start learning English in the first group and they develop these skills throughout eight years. That is the same with the IT skills.

Our focus is math and Dutch and English language.

We have developed a method in which children learn to read quickly and well.

The results are good.

Our school has a large library and every year it's expanded with Dutch and English books.

We're also focused on working together, technic skills and developing new ideas for the school surrounding, together with parents and residents off the village, where the children can play.

Twice a year the children are getting a school report and three times a year we're having parent meetings.

Twice a year the children must make a key that has been developed by an external agency.

The results are passed to a committee and they see if the results are satisfactory.

If not the school should improve the level of education.

Our children have scored above average on these keys.

Our parents are involved in all the projects we do at school. A few times a year we have an exhibition about the projects. All the residents off the village can come to visit these exhibitions.

At the age of twelve the children are going to a secondary school.

Because we are situated in a small village we want to bring the world and all their diversities into the school.

It's important that the children are getting knowledge about other countries and life styles so they will become open minded, tolerance and curious.

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

Our school is taking part in different projects such as a nationwide math project, a project to take care of the environment around the school and a project to develop a healthy life style.

We think it's very important for our children to bring the world and all their diversities into the school.

It's important that the children are getting knowledge about other countries and life styles so they will become open minded, tolerance and curious.

To understand that we are living in Europe and that each country is having his own culture and tradition will help to become international citizens.

They will learn that it's important to speak several languages so they can communicate with citizens of other countries.

By working together with several schools in Europe, this can be practically achieved through e-twinning and the use of IT.

We have been involved in a Comenius project with Spain, Italy, Denmark and Ireland

called "The European Ark" in which we collected the different cultures and traditions of these countries.

Through e-twinning the children got to know each other and they exchanged a lot of information and have gained knowledge of the differences and similarities in their lives compared with children in other European countries.

They also learned a lot about interacting with the environment, art in different countries, etc.

This new project will give our students the opportunity to provide the English language. They will be able to communicate with children in other countries and to exchange a lot of knowledge. They also will learn a lot of the subjects on which we will work together and the results will be that our students will become European citizens who will understand and accept different cultures and traditions and new technology.



Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
THE EUROPEAN ARK	2012	2012-1-ES1-COM06-52133	WOLDSCHOOL

D.2.3. Legal Representative

Title	Mr
Gender	Male
First Name	Daniel
Family Name	Jansma
Department	
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If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

Title	Mrs
Gender	Female
First Name	Jeanette
Family Name	Perquin
Department	
Position	Teacher
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Telephone 1	+31521589000

If the address is different from the one of the organisation, please tick this box

**D.3. Partner Organisation**

PIC	946135285
Full legal name (National Language)	Stjaerskolen
Full legal name (Latin characters)	Stjaerskolen
Acronym	
National ID (if applicable)	Dk-29189633
Department (if applicable)	
Address	Stjaervej 100
Country	Denmark
Region	DK04 - Midtjylland
P.O. Box	
Post Code	8464
CEDEX	
City	Galten
Website	www.stjaerskolen.dk
Email	
Telephone 1	+4587942600
Telephone 2	
Fax	

D.3.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.3.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

We are a local primary school in Denmark with 220 children and 18 teachers. The children's ages are 6 – 15 years.

Our main work is to teach and seek to ensure that all children have the best conditions to learn and develop, so that they can be part



of a democratic global society.

Our school must be a challenging and safe place to be. 5 words that describe our values are: Learning, community, self-esteem, independence and happiness.

These values form the basis for our daily work.

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

Here are a few of our aiming points:

Visible learning:

We all work with the concept "visible learning", which briefly describes a way to demonstrate to students what they exactly learn and how they learn it. In each lesson we make it visible to everybody "What are we going learn", and "how are we going to learn it". The learning visibility helps students and teachers, to evaluate the work from the simple question: "Did I learn and understand what I was working with?"

Teamwork:

We value teachers teamwork very high. Teacher Cooperation covers all educational and teaching matters. Parental contact is also mostly handled by the team of the class.

With the new project we hope to get more insight with how teachers work together in other countries. With that experience we will try to do better in our daily work.

Creative subjects - like music, arts, cooking, woodwork:

In a time, were the interest of individual possibilities dominates, we think that we all must do whatever it takes to ensure community amongst people with various social and intellectually starting points.

We think creative subjects are important subjects for the social community amongst pupils on the school.

Particular pupils with some academic problems in reading, calculate etc., may have advantage in the more creative subjects.

A creative subject gives the pupils opportunity to express themselves in a different level, and perhaps give personal victories, and self-confidence in a non/less academic environment.

Language and a global view:

It is also very important to know how people live in other countries. "To travel is to learn", as a Danish author once wrote. Through working with various European schools the children experiences, that there are differences, but also a lot of similarity amongst the children in other countries. That experience is important to learn in a growing global world. Europe is right now a melting pot of cultural, religious, financial and political challenges, and it is clear, that we Europeans must do an effort to cooperate, to ensure a peaceful and developing Europe.

We will like to give our pupils more opportunity to communicate in English with pupils from foreign countries. In that way their English language will be much better than it is today.

The teachers from Stjaerskolen that will participate in this new project, has participated before in the Comenius project: "The European Ark". Therefore we have a good experience of working with partners from other countries with various topics.

We have participated in a Comenius project before.

In 1995-1998 - Nr. 96-31091-037

In 1998-2001 - Nr. 98-31090-024

In 2004-2005 - Nr. pa4-1-132-2

In 2005-2006 - Nr. pa5-205-3

In 2012-2014 – 2012-1-ES1-COM06-52133-3

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

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EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
THE EUROPEAN ARK	2012	2012-1-ES1-COM06-52133	STJAERSKOLEN

D.3.3. Legal Representative

Title	Mr
Gender	Male
First Name	Nils
Family Name	Vangkilde
Department	
Position	Principal
Email	nils.vangkilde@stjaerskolen.dk
Telephone 1	+4587942600

If the address is different from the one of the organisation, please tick this box

D.3.4. Contact Person

Title	Mr
Gender	Male
First Name	Mads Christian Kjaer
Family Name	Madsen
Department	
Position	Teacher
Email	mads.kjaer.madsen@stjaerskolen.dk
Telephone 1	+4587942600

If the address is different from the one of the organisation, please tick this box

**D.4. Partner Organisation**

PIC	941887073
Full legal name (National Language)	Rovastinkankaan koulu
Full legal name (Latin characters)	Rovastinkankaan koulu
Acronym	
National ID (if applicable)	0151789-6
Department (if applicable)	
Address	Ammattikouluntie 3
Country	Finland
Region	FI197 - Pirkanmaa
P.O. Box	
Post Code	35100
CEDEX	
City	Orivesi
Website	
Email	
Telephone 1	+358407268487
Telephone 2	+35833347434
Fax	

D.4.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.4.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Our school is a modern and active school with 239 pupils from the pre-schoolers ,6 years old to the 6th graders,13 years old. We have 12 teachers and 6 assistants. Rovastinkankaan koulu (the school of Rovastinkangas) is the second biggest school in Orivesi situated nearby a beautiful forest. It gives an excellent background for outdoor skills and sports to our school, during the whole school year.



Sport and outdoor skills are a part of our daily school life, but also art is one of our interests. To develop our students individuality and support their good feeling of learning is very important. To give them positive "I can do this"-feeling effects their attitude of learning and makes learning easier. That is the basic aim for us. Also to help them to try and do their best is one of our aims. Our focus is in art and in ICT. One of our specialities is learning English in every grade, starting from the pre-school (In Finland English starts normally on the 3rd grade)

In Orivesi level we are a multicultural school and also once a week we have ethics to all ethics students in Orivesi. Our school has a big role in go-operation work between 3-6 grades in south area of Orivesi. Two days a week we have students from another school Karpinlahti and all the students from two schools are studying together Sports, handigraft, chemistry and physics. Students have a very active role in our school. Students council, which comprises of students of every grades, is doing a lot for all the students.

At the moment our school's challenge is to help students in behavioral and emotional difficulties. Although the main group of students have good self-esteem all the time there is more and more students who have big problems in behaving. We have one class for special needs students, mainly for behavioral reasons. We also have two extensive teachers working in classes where they are needed.

In Finland we will have a new curriculum 2016 and according to that we like to find new ways to go-operate with parents. Parents are in a very important role of the good school work and with international project we are waiting to have more parents involved to school's life.

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

In our school there is going on many kind of projects all the time. Not only in the classes, but also here in Orivesi our school has active role as an organizer school. We are used to organize events, competitions, projects and therefore it's one of our strongest areas. ICT, teaching and will to add pupils reading habits and generally literacy skills in every class degree is one of aims in this project, example making a fairytale book is on our responsibility. In the new curriculum 2016 we will have multi-literacy as a one part of literacy skills. With this project we can follow multi-literacy and that way those skills strengthens from pre-school through life. That knowledge and way of learning we can share with other countries during the project.

To try to involve the entire educational community with this coming international project will be huge possibility, not only to the students, but also to their families and our school. On the same time it's also a big challenge- looking forward and give to the students all the best for the future as a European citizens.

The skills of key persons are mainly based on the teacher's training and their interests. They all are waiting to work and learn more from teacher's from other countries. Teaching and learning is a long life possibility and with this project "Children in a Europe 2020" they are willing to work more.

Earlier 2009-2011 our school was part of the Comenius project "Life across Europe" and one of the key person's has been earlier contact person.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.4.3. Legal Representative

Title

Mr

Gender

Male

First Name

Teppo

Family Name

Honkonen

Department



Position	Principal
Email	teppo.honkonen@orivesi.fi
Telephone 1	+358407268487

If the address is different from the one of the organisation, please tick this box

D.4.4. Contact Person

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Department	
Position	Teacher
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If the address is different from the one of the organisation, please tick this box

**D.5. Partner Organisation**

PIC	944819868
Full legal name (National Language)	
Full legal name (Latin characters)	Agios Antonios Primary School
Acronym	
National ID (if applicable)	000
Department (if applicable)	
Address	Eugenias kai Antoniou Theodotou
Country	Cyprus
Region	CY000 - Κύπρος (Κύπρος)
P.O. Box	
Post Code	1060
CEDEX	
City	Nicosia
Website	dim-ag-antonios-lef.schools.ac.cy
Email	
Telephone 1	+35722345118
Telephone 2	+35799553081
Fax	+35722345603

D.5.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.5.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Our school is situated in the center of Nicosia, the capital of Cyprus. It is a town school which houses 87 students aged 6 to 12 years old. The staff comprises of 16 teachers including the special educators, the speech therapist and the teacher for the deaf. There are six classes, one for each grade from 1st through 6th, as well as 2 special units that have 7 special needs students each. The special



needs students join their peers in the regular classes where they participate in the lessons they can follow. The school population comprises mostly of foreign speakers as there are a lot of immigrant minorities living in the area. As a result, the main emphasis of the school is to promote the development of the greek language. A lot of children have extra time allotted to them for support in learning the language. Our school is a multilingual and multicultural school as well as a multiple ability school. Therefore, we emphasize on acceptance of differences and inclusion of everyone in a diverse population. We emphasize on broadening our knowledge on different cultures and merging different backgrounds for the successful achievement of common purposes. We work a lot through arts. Children participate in music and art classes and we use these skills to promote our goals throughout all the curriculum. As an example, i will just mention that the special needs students as well as the students of grade 3 worked together to present an art exhibition in a public gallery. It was very successful and the mayor of the city even bought seven of the paintings!

This year we are very interested in promoting "filanagnosia" a greek word which refers to the development of love for literature. Children are encouraged to read, present books but also write creatively. This theme is recurrent throughout the curriculum. We relate to myths, stories and poetry while teaching all the topics of the school. We have organized literature days where the emphasis has been on experiencing literature from different perspectives and trying to grasp the richness of books and the fulfillment the reader can experience through reading. We emphasize also in Maths and history.

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

The school is becoming involved in the project for the first time. This is also true for the teachers involved in this project. However, the deputy has been involved in a Comenius project two years ago as part of a team of teachers from Turkey, Ireland and Spain. Our school takes part in a lot of programs with the University of Cyprus and the European University. These institutes send their students for practical experience and professionals of this school act as mentors for these students. This is also true for the speech therapist who mentors a graduate student who is acquiring practical experience. Teachers who act as mentors also give lectures for other professionals but they also follow lectures in the universities their students come from.

We cooperate with neighboring schools and participate in common projects where students from both schools have the opportunity to meet and work in teams on specific topics. We also participate in sports meetings with other schools.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.5.3. Legal Representative

Title	Mr
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Department	
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If the address is different from the one of the organisation, please tick this box

D.5.4. Contact Person



Title	Mrs
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If the address is different from the one of the organisation, please tick this box



D.6. Partner Organisation

PIC	943553533
Full legal name (National Language)	
Full legal name (Latin characters)	Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola
Acronym	
National ID (if applicable)	200920
Department (if applicable)	
Address	Katona József tér 14.
Country	Hungary
Region	HU331 - Bács-Kiskun
P.O. Box	
Post Code	6000
CEDEX	
City	Kecskemét
Website	www.belova.hu
Email	
Telephone 1	+3676326149
Telephone 2	
Fax	+3676508496

D.6.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	No

D.6.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Please briefly present the partner organisation and its local associated partners (e.g. their types, sizes, scope of work, areas of specific expertise, specific social contexts and, if relevant, the quality systems used).



Our school is the biggest primary school in the city centre of Kecskemét. Our highly developed agricultural town is located in the middle of the country. Our school caters for 650 students, aged 6-14, with a staff of 52. Our school's focus is one in which we aim to develop our students' individuality and creativity in a positive atmosphere through tolerance, empathy and open-mindedness. Conflict resolution, through communication and dramapedagogical activities is important to us. Our focus is Maths and IT, Foreign Language (English and German), Science and Sport. Through the innovative use of IT and TPR activities, we try to motivate our students to achieve their potential.

We have found that more and more students are presenting with learning and behavioural difficulties. A lot of students live in poor, rural conditions and come from families, who due to working conditions, do not get to spend much time together. This impacts negatively on both behaviour and academic achievement. We work with two charities to help support them and we try to involve them and their families in extra-curricular activities both during the week and at the weekend.

We have made a huge investment in IT, resulting 300 notebooks and 40 computers for our students. Students will be afforded the opportunity to develop their IT and language skills through this project by communicating with students from other countries through the medium of English. The international aspect of the project will also support teacher development through liaising with teachers from other countries, enabling them to discuss different methodologies and approaches. So we are planning to exchange teaching experiences and compare school systems.

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

Our school is really innovative taking part in several national and international projects. We have been involved in national projects supported by the European Union such as TÁMOP, which focuses on developing our students' key competences. The result of TIOP project has provided 300 laptops for our students to work with on the lessons developing their IT competences. Our school works as a basis school for the Hungarian Institute for Educational Research and Development to work on teaching modules on three topics. These topics are: developing the key competences of the students with learning disabilities, using theoretical knowledge in real life situations, learning about environment. We finished a Comenius multilateral association with Spain, Croatia, Bulgaria, Turkey and Ireland, called 'Euroball', that focused on sport and healthy lifestyle. We worked together with eight European countries on an eTwinning project ,called 'Scotty MacTed' to learn about different cultures and traditions. Our school regularly organises local projects on different topics to develop our students' cognitive and social skills. These projects focused on the protection of our environment, learning about our traditions, and past of the European Union. Our students can do a lot of out-of-school activities like Robot, IT, Drama, Choir, Sport and Art circles. Developing an understanding and awareness of the diversity of European cultures is integral to our school. With the changes taking place at present, there is a need to prepare our students to live in a wider European community. By working with a range of European schools, this can be practically achieved. All students from first grade must learn English or German. For students, seeing these languages as living languages is essential to their successful mastery. This project provides a framework for all to practically apply their knowledge of the language. It will be a fun and a child-centered approach, which will afford the students' opportunities to develop their skills. They will be able to communicate with other children. By working at a European level, the students will become acquainted with the customs of their peers from different backgrounds, experience multicultural cooperative interdependence, and increase their motivation for working at this level. Working on this project we will try to encourage our students to read and to write stories developing their linguistic competences and using creative thinking and cooperative skills. This project provides extra-curricular activities to affirm communities in our classes and our school. We are very excited about this upcoming project. We feel strongly that by connecting with other European schools and bringing a project which is relevant to the needs of the students to fruition, that it will help us to achieve our goals of promoting understanding and accepting amongst different cultures, which is extremely important to us. We want to encourage active participation and involvement of parents and local communities as well.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
EUROBALL	2012	12/0034-C/1089	Kecskemeti Belvarosi Zrinyi Ilona Altalanos Iskola



D.6.3. Legal Representative

Title	Mrs
Gender	Female
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D.6.4. Contact Person

Title	Mrs
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Position	Teacher
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If the address is different from the one of the organisation, please tick this box



E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

We think that one of the most important necessities that exists in society today is to encourage in the whole community internationalization. We must understand a common Europe, be proud of our own cultures but be respectful to other ones. It will be the first step to achieve one of our main objectives in this project, which is to encourage in children the capacity of work in Europe since early ages. We will focus on linguistic competence to develop in children the skills and key competences required in the future to look for a job in a common Europe.

Besides the school community need to realize the importance of English as a common language and the use of ITC as a new way of communication

During the development of the project, students will be very motivated to learn a foreign language and to discover the importance of speaking a common language to communicate with the rest of partners to express their feelings, emotions, likes, etc. Not only our students, but also the entire school community will increase its motivation and will understand the necessity to learn a foreign language, and the importance of school as the way to become an European citizen and to reduce the school drop out rates in the communities involved in the project.

We will also analyze all ways of learning and teaching of partners involved in the project to develop innovative ways of teaching and learning.

Our society requires us to work in this line. Parents will be more involved in education, teachers will be willing to know other ways of teaching and the whole community will understand cooperation with other countries as the only way of working nowadays. It will work as a way to prevent our communities' members of social exclusion in the future.

The main objectives of the partnership are the following ones:

- To reduce the school drop out rates in the communities involved in the project.
- To develop the key competences, such as ITC skills and linguistic competences using ways of teaching and learning focused on children.
- To improve the linguistic competence in children in order to develop techniques and skills which will be essential for them in the world of work in a close future.
- To encourage in children the capacity of work in Europe since early ages by working on linguistic and social competences.
- To implement the European dimension amongst all participants, encourage in them internationalization and be open-minded, which is so important to be integrated in a common Europe to prevent our communities' members of social exclusion in the future.
- To use ITC as international instrument of communication, elaboration, evaluation and diffusion of the results.
- To improve students' and teachers' communication, group working skills, the use of English as common language.
- To compare methods of teaching and learning, values of education, school organization and curriculum in order to look for innovative ways of teaching and learning and introduce pedagogical innovations.

We will focus on children from 10 to 14 years old. We think that we must work on these ages to achieve the objectives of the Project. This group of children will work directly on the Project, but the whole school community will participate and will be involved in it. It is a very important Project for all teachers and they will have to participate in it in order to collaborate and investigate to look for innovative ways of learning and teaching. All teachers will participate to develop the materials and the manual that will be available and we will spread it out in order to help other schools interested in the method. We will start to work in a new way with the objective of improving the ways of teaching and learning since very early ages at school. We will put it into practice since pre school in the close future with the purpose of increasing the quality of education at this level.

The main idea of the Project is to get the whole community involved in the Project, so parents, teachers, students, and the whole community will be involved in the Project since their early stages. We will start to work and to involve all people in the Project before starting to work on it, so that we will start to look for information about partners, and to spread it out before it starts. We will send information about it to the whole community before starting to work on it thus, we will receive help and get new ideas for it since the beginning.

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

This project wants to be innovative by analyzing different ways of learning and teaching in order to create new ways to develop the key competences in children. We will focus on the transfer of ways of teaching and learning techniques in schools towards innovation. We will investigate which innovation processes are appropriate to develop methods that are successful for our society



today. We will analyze all ways of teaching and learning in the schools involved in the Project. We have rural schools, CLIL schools, ITC schools and a school from Finland to analyze their method which a very positive model in Europe.

We will use email and of course etwinning to communicate but we will also include Skype to develop oral skills and to evaluate the project. We will use Edmodo to support etwinning, so that we will have lots of ways of displaying and exchanging information and all participants will improve ITC techniques and linguistic competence.

We will encourage creativity and collaborative work in all participants. They will develop competences and skills with the purpose of being prepared for studying or looking for a job in their own countries or in other European countries. They will understand that they are citizens that live, study and work in Europe.

We will use our work and experiences from previous Comenius projects, the Eco-school European network, the net about responsible consumption called ECOMS and the net in which Schools associated to the UNESCO exchange experiences. We have worked on etwinning a lot during previous Comenius projects, so we can start to work on our new twinspace with a very important previous experience.

We will create a web site for the Project in which we will spread out all products and results to provide practical insights and tools for the whole community.

We will create a commission or committee that is going to control the whole project. They will select people, evaluate the Project, control the impact, intervene in an emergency and control the budget. It will be compound by the head teacher, teachers, parents, children and other members of the school community that will be chosen in elections. One of the members in each school will be the president of the commission or committee in each country, so there will be a commission per country (Spanish Commission, Dutch Commission, Danish Commission, Hungarian Commission, Cypriot Commission and Finnish Commission). The 6 presidents (there will be an election) will constitute the main committee (TMC) and they will follow the Project at all stages to evaluate it, even during Transnational meetings and Learning/Teaching activities with the use of Skype. The Project will be evaluated at all stages, even before starting to work on it.

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

We are six countries involved in the project: Holland, Denmark; Cyprus, Hungary, Finland and Spain. Holland, Denmark and Spain participated in a Comenius project before and we still keep in touch. We contacted Hungary and Cyprus through etwinning. Hungary did a magnificent job in a different Comenius projects and we were very interested in a partner with a different experience in European projects, besides they are very good at etwinning, Cyprus is going to start as a CLIL school in the future (It is at a very early stage), and they have reduced the early school dropouts in just two years. We invited them and we decided to look for a Finnish partner since one of the main topics is "looking for new methods of teaching and learning" and they are a very good model in Europe. Then we contacted through etwinning to a school from Finland which was interested in joining us and their children come from a similar background to the other partners.

Spain is working as a CLIL school and we are a rural school, so we will help the others a lot to elaborate the manual related to different ways of teaching and learning. We have worked as an eco-school for more than ten years so we will provide a lot of ideas for the techniques to preserve the environment, we will also introduce the others the use of Edmodo. We have experience as coordinators in Comenius projects, so we will coordinate it too. Thus, we will be responsible for exchanging emails, coordinating activities, organizing the agenda for transnational meetings, etc. Besides we will be also responsible for collecting information and elaborating the manual with methods of teaching and learning.

Holland is a rural school too, so children come from disadvantaged areas and they will give nice ideas for the "different ways of learning and teaching". They are a model in Europe and all partners will learn a lot from their different techniques. They are also very good at Technologies, so they will be in charge of collecting all materials about technologies to preserve the environment, they will be in charge of producing a PowerPoint presentation with all materials, and spreading out all results. They did a very good work with etwinning in other projects, so they will give ideas, topics for the children, and they will also organize our twinspace to upload all materials and products.

Denmark has a lot of ideas to give us with their particular ways of teaching and learning. They use modern techniques and they will be very useful for our manual. But their strongest point is the use of ITC, they are really good at it. They will develop the website and control the use of ITC during the project, such as Skype.

They have a lot of new ideas for the new website, such as different sections for the main topics worked on the project, a section per country, or a section for the evaluation of the project.



Cyprus is a very small school and they are in a very early stage of a CLIL school. This school emphasizes in filanagnosia through all the lessons of the curriculum. It is a technique that focus on Children's literature and creative writing. They work a lot to improve children's language skills so they will be very important to develop the topic related to Fairy tales. They will be in charge of organizing the agendas for the Learning, Teaching activities too (asking other partners, collecting ideas and creating the agenda). They will also coordinate the elaboration of materials to evaluate the project.

Hungary has experience in these projects, they are very good at etwinning and they will contribute with their experience to have a very useful twinspace. They use drama as a technique and it will be really interesting for our particular manual. They will be responsible for the diary of the project as well. They will use it to publish news of the project weekly, so all people in etwinning will know about the development of the project.

They will be responsible for collecting all materials to produce our manual with "Basic functions in our mother tongues", which will be our particular dictionary.

Finland is a model of education in Europe, so it is also very important for the development of the topic "different ways of learning and teaching". They will provide innovative methods for our manual and their experience on literature will be very important to develop the topic "Fairy tales". They will be in charge of our book with fairy tales. They will coordinate the celebration of the Poetry day and The World book day.

All partners will collaborate in the elaboration of all materials equally and the responsible of each product will be in charge of collecting all ideas, put them together, collecting pictures, illustrations and videos, creating a digital version and spreading the materials out.

We have ensured a balanced distribution of functions between all members. It will be very important for us to encourage in all partners an active contribution.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

Communication will be based mainly on the Internet. Teachers will be in touch through email weekly. To encourage communication in children and other members in our school community who are interested in, we will use our twinspace and etwinning. But we will work with a new tool which is called "Edmodo" which is very useful to support etwinning.

We will also work with Skype among all participants in the project. We will establish a 60 minutes long session a week to talk about different topics among all participants. The main commission (TMC) will also use Skype to communicate each others and to evaluate the project frequently. It will be a very important tool in order to be in touch frequently and to make important deals for the project. We will have a meeting in each different partner country during the two years. We will deal with the different activities, the evaluation of the project, solve problems, organize the learning/ teaching activities in which children are involved, etc.

Transnational meetings will be only for teachers, but we have 3 teaching and learning activities in which students will also participate. They are very important because they will attend lessons in a foreign country during 5 days in order to compare different ways of teaching and learning and they will work in teams. During these activities we need two teachers per country because they will be involved in the classroom to collect important information to include in our manual such as opinions, interviews, etc.

The host partner will look for a place to meet, and they will provide accommodation and information about transport to the other partners. They will develop the agenda for those days and they will send it to the others at least a week before.

This is our first agenda for transnational meetings and learning teaching activities:

First meeting: It will take place in Denmark in early October 2015. We will work on the website of the project, the use of edmodo and Skype, the logo of the project and the Commissions in each country. We will also work on our twinspace.

We will start to work on our manual with different ways of teaching and learning languages, so we will focus on the Danish methodology.

We will start to work on our dictionary, our book with fairy tales and the projects with technologies to preserve the environment.

Second meeting: It will take place in Cyprus in early February 2016. They use a technique called filanagnosia which focuses on Children's literature and creative writing. It will be very useful for our manual, besides we will focus on other techniques and improvements made by them to reduce in 50% the number of early school dropouts in just two years.

We will go on working on the dictionary with vocabulary and basic structures and technologies for preserving the environment. Mainly we will focus on our book with fairy tales, because Cyprus has a lot of nice ideas for it.

Learning teaching activity in Hungary (C1) in early May 2016 which includes children. We will learn about drama as a technique to



teach languages. Children will put into practice the dictionary with vocabulary and basic structures and they will collect a lot of materials to include in it related to sociocultural aspects. Children will also work on the other topics.

Third Meeting: It will take place in Finland in early October 2016. We will take a lot of significant information for our manual since they are a very good model of education in Europe. It is a very modern school despite of being in a rural area. They are very good at literature too, so we will focus our work there in developing the book with fairy tales.

We will go on working on the other topics as well.

Learning teaching activity in Holland (C2) in early February 2017, which involves children. We will put into practice all improvements in our manual of different ways of teaching and learning. They are very good at technologies so we will focus on the topic "technologies for preserving the environment".

They will collect a lot of information for our dictionary with vocabulary and basic structures in our mother tongues.

Fourth meeting: It will take place in Spain in early May 2017. There will be also a learning teaching activity (C3) which involves children, because it is the final and most important meeting. We will finish all products and we will put into practice our final manual with different ways of learning and teaching languages. Spain is a CLIL school which includes different levels in the same classroom, so we will give a lot of important information for the manual.

We will finish the dictionary, the book with fairy tales and the projects with technologies for preserving the environment.

During all transnational meetings, we will spend time on questionnaires and collecting information to evaluate the project at all stages. We will provide the Commissions information to evaluate the project and for their reports which will be published after all meetings.

What are the most relevant topics addressed by your project?

Access for disadvantaged

Research and innovation

Key Competences (incl. mathematics and literacy) - basic skills

What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

We will have four main products:

• A manual with different ways of learning and teaching. We will analyze the different ways of teaching and learning languages at all schools involved in the project.

Spain is a rural school with several levels in the classroom at the same time and well known eco-school for more than 10 years. We have started to work as a CLIL school this year, so that we will have a very useful Learning/Teaching activity where children and teachers will be involved in the classroom in order to get information for the manual.

Holland is a rural school with different levels in the classroom at the same time. They are very good at technologies and they are a model in Europe.

Denmark is very good at ITC and they work with "Creative subjects" at school, so they will give fantastic and useful ideas for our manual.

Cyprus is a very small rural school, and they are applying to work as a CLIL school. This school emphasizes in filagnosia through all the lessons of the curriculum. It is a technique that focus on Children's literature and creative writing. They focus on working creatively with their students and of course it will be really good for our manual

Hungary is a school that pays high attention to tolerance, empathy, open-mindness, creativity in order to create a positive atmosphere in the school. They focus on teaching useful techniques to handle conflicts and use communicative, drama pedagogical activities in order to give their students ideas to spend their free time with meaning. We will collect very useful ideas for our manual too.

Finland is a model in Europe and we are really interested in visiting them. Moreover, it is a very modern school which emphasises on art and skill subjects. They are also very good at working on literature, so they are very important to develop this product too.



This product will be developed during the two years that it will last, we will analyze all methods, compare them and we will take the most important things in order to create an innovative new method for teaching and learning languages. We will put it into practice during the Learning/Teaching activities, then we will take notes, pictures, videos and questionnaires in order to improve it and evaluate it. We will produce a manual with all information included.

• A dictionary with basic functions in our mother languages. We will collect vocabulary and basic functions in all mother tongues from the countries involved in the project. We will create a dictionary including sociocultural information and we will also create an interactive version where we will have recordings with the vocabulary and expressions in order to have them available for ever. They will work in team compound of children from all countries involved. We will put it into practice during Transnational meetings and the Learning/Teaching activities.

• A book with fairy tales. We will collect fairy tales from all countries involved in English. We will add pictures drawn by the youngest children and children with special needs in all schools in order to involve them in the project as much as possible. Children from 10 to 14 years old who participate directly in the project will collect and write the stories and we will create a book with all of them. They will work in teams compound of children from all countries involved. We will also create an interactive book, in which all members from the communities involved in the project will read, record a story and we will have our particular book. It will be made by the whole school community and they will feel really involved in it, so that we will increase the impact of the project.

• A power-point with the different technologies for preserving the environment. Children will investigate about different techniques for preserving the environment in each country. They will work in team compound of children from all countries involved and they will do a project with the different techniques. We will create a PowerPoint with the collection of projects and we will also include a guide with advices and measures taken in the different countries to preserve the environment. We will also create murals with the information of all projects and it will be displayed in all schools.

We will also create a website for the project, a twinspace and lots of tools to evaluate the project which can be used for other schools.

E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

400

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

There will be a Commission in each country which will be in charge of evaluating the project, selecting people who is going to travel, solving problems and taking important decisions. It will be compound of teachers, parents, children and members of the City Council, so the whole community will be directly involved in the project. We will make leaflets and people interested in participate in the Commissions will submit their candidacies for the elections.

Children, teachers and volunteers will inform the people about the project while giving out the leaflets and all people will have an application form available to apply for a place in the Commissions in each country.

During transnational meetings and above all Learning/Teaching activities a lot of communities' members will help to organize the activities, we will receive the visit of City Council's members or educational authorities so they will be involved in the project.

Our Teaching Training Centers will receive information about our products frequently, so they will spread some of them when they are finished or during the elaboration process.

We will send our manual to 5 schools per country in order to receive other teachers' opinions, so they will participate and they will help us to develop it.

Parents and other school communities' members can apply to be a member of our twinspace, so we will give them a password and they will participate in it.

People involved in the Eco-school European network, the net about responsible consumption called ECOMS and the net of schools associated to the UNESCO will know about our work related to "technologies for preserving the environment". They will give us their opinion and ideas to improve it.

We will send our book with fairy tales to local libraries before it is finished to give them a model. Then people will give us ideas and send us traditional fairy tales which can be included in the final version, so all people who visit the libraries can participate in the project.

We will also ask for support to tourist offices (brochures from the countries involved in the project, etc) and we will send them our particular dictionary before it is finished and of course our final version. The tourist offices will offer the dictionary to people from the countries involved in order to help them with the language or to improve their knowledge about sociocultural aspects. It will include



our email address to receive some opinions from these tourists that use the dictionary.

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

Yes

How many participants (out of the total number) would fall into this category?

300

Which types of situations are these participants facing?

Geographical obstacles

Economic obstacles

Educational difficulties

How will you support these participants so that they will fully engage in the planned activities?

Most of children included in this project are students with fewer opportunities and face problems such as geographical obstacles, economic obstacles and educational difficulties. Some of the main objectives of this project are:

- To reduce the disparity in learning outcomes affecting students from disadvantaged backgrounds or with fewer opportunities.
- To support schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of academic spectrum.
- To reduce the school dropout rates in early ages and integrate students from disadvantaged backgrounds.

The whole project is designed to face these problems, of course children facing these situations will be included in all the activities and it is very well detailed. All of them will be included in the groups to produce the products of the project and they will also participate in the learning and teaching activities in which children's participation is essential. The participation of students in the development of the project will be equal because all activities are developed with this purpose.

Children with special needs will be involved in the project too, they will participate actively in the project and they will do the adequate tasks for them. Some tasks are almost entirely reserved for them such as drawing pictures to design the logo of the project, drawing pictures for the leaflets to disseminate the project or drawing pictures for the fairy tales. They will also decorate the corners of the project in each school and of course will be included in groups to work on the activities of the project. They will be included in the groups of children from different nationalities, taking into account that they need other student from his/her same country to help him/her. They will do tasks adapted to their possibilities.

Teachers will help them to participate in our twinspace and edmodo, so that they will feel involved in the project.



F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

To start to work before the project takes place, we will do the following series of activities:

- We will make groups of children in each country and we will look for information about the other partners. We will make murals about sociocultural aspects and we will display at all schools. We will include information such as geographical situation, flags, economy, habits, weather and more details about sociocultural aspects of all partners.
- Children will fill in a sheet to introduce themselves to the other partners. They will include pictures about them, their families and their environment. They will give the others information about them such as the age, likes and dislikes, favourite sports, etc. We will practice in the classroom vocabulary and structures to provide the children the skills to exchange personal information.
- We will send the information about the project and partners to local and educational authorities in order to get help and support. With this action, we will disseminate the project before it starts, they will know about us before starting to work and they could give us ideas and help in advance.
- We will communicate the educational authorities and parents about the Learning/Teaching activities to get the legal information and be prepared for these activities that include the mobilities of children. We will talk about medical care, passports and other legal documents required to travel with children at this age. We will make a list with parents who allow children to travel and we will give them detailed information. Then we will have more information to start to organize the Learning / Teaching activities.
- Children will draw pictures related to the project for the logo. Most of pictures will be drawn by children with special needs. We will have a contest in each country and we will pick out 5 pictures per country, so that we will have 30 pictures (5 x 6 countries) ready for the first meeting to choose the best one as the logo of the project.
- Spain, Hungary and Holland will host the Learning, Teaching activities, so they will communicate the local authorities about the dates and the number of people that we will host by then. It is very difficult to organize it and we need a lot of help and be prepared for that in advance. They will help us to look for accommodation, restaurants for everybody and give us support to organize outdoors activities.
- We will constitute the Commissions in all countries. There will be a president (the head teacher or the coordinator of the project), two teachers, two parents, 1 student, 1 representative of the City Council. People interested in participating as member of the Commission will declare their candidacy for election. We will have the six lists of the Commissions (1 per country), before the project starts.

It will be very important because they have to evaluate the project since early stages. They will select teachers for transnational meetings according to the following criteria:

- Communicative competence in the foreign language.
- Participation in the project.
- Experience in European projects.
- Time availability

They will select children for the Learning/teaching activities according to the following criteria:

- There will be a diversity of children that will include children from disadvantaged backgrounds.
- Motivation.
- Participation in the project.
- Participation in etwinning.
- Improving their marks before the Learning/Teaching activities.

Teachers and children will be interviewed for the Commissions in each country. The Commissions will evaluate the project after transnational meetings and Learning/Teaching activities, discuss about the budget, the organization of mobilities, the management of time, etc. They will use all the tools that are included in this section, such as questionnaires, tests, etc.

The President of each Commission will constitute one of the members of The main Committee (TMC). It will also meet the same number of times, after the Commissions have made their reports and they will publish a report on the website and etwinning including the information of all countries.

- We will exchange the school calendars in order to coordinate the activities between all partners properly and we will study about the other educative systems.

F.1. Project Management

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

The Commission in each country will meet at the beginning of the project, and after the three Transnational meetings per year, and



the Learning, Teaching activities. They will control the budget and the time management. The Main Committee (TMC) will meet after the Commissions (Skype will be used), and they will do a report in which they will include an evaluation of budget and time per country. We will have information about expenses and time management in each country. In case we have problems with the budget, we will look for external financing, (Educational institutions in each country, local institutions, etc) and we will adjust the rest of it in order to achieve the objectives properly. In case of a lack of time we will modify the duration of other activities to affect as less as possible to all objectives and contents programmed in the project. We will take into account the economic expense tables published by Erasmus + about the different countries to be as realistic as possible in the project preparation.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

The Commissions in each country will monitor all the activities before starting with them. They will report the problems to be solved before they start. Each Commission would meet in case a significant change happens during the development of activities. The Commissions will meet to evaluate all the activities when they have finished and The Main Committee (TMC) will report an evaluation of them per term (after transnational meetings and the learning/teaching activities).

The Commissions and The Main Committee will meet at least once a term (after transnational meetings and the learning/teaching activities) and they will spread out their reports on the website, twinspace and at every school involved. In case of problems happen, the Commissions will have an extraordinary meeting to solve them.

The Commissions will solve the problems with the main aim of changing what is programmed in the project as less as possible. There will be a president (the head teacher or the coordinator of the project), two teachers, two parents, 1 student, 1 representative of the City Council.

The final report will be uploaded by The Main Committee (TMC) compound by the six presidents.

What are your plans for handling project risks (e.g. conflict resolution processes)?

The commissions will be responsible for conflict resolution processes, they will meet and they will solve the problems in the different countries. In case of a very important problem happens, The Main Committee (TMC) will meet and they will take decisions.

The Main Committee (TMC) will solve problems that arise during the project taking into account such aspects as:

- Consensus decisions, better if unanimously.
- These problems should affect as less as possible to the original project.
- We should not move away from the initial objectives.
- Changes should be minimal and feasible for all partners.
- The activities changed with the same educational value.
- They will be always open to dialogue and discussions to solve problems that may appear with the implementation of the project.

The presidents of The Main Committee will check their email account daily in order to solve the problems quickly, moreover they will exchange their mobile phone numbers to be used in case of emergency. During Transnational meetings and the development of Learning, Teaching activities they will have their phones available 24 hours a day.

All decisions taken by The Main Committee will be reported in the website, our twinspace and at the corners for the project in each school.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

First of all, we must say that we will evaluate each aspect of the project three times per year. It will be after the transnational meetings and the learning and teaching activities. The different Commissions will meet in each country and they will report an inform with the evaluation of all items mentioned below. Then the president of each Commission will be one of the members of The Main Committee, they will meet together (using Skype) and they will publish a detailed report on the website and etwinning with all the information.

We will use the following indicators of achievement:

- We will use questionnaires for parents, teachers and students in order to know if we have improved the teaching and learning of languages, the quality of early childhood education, etc. We will use pictures and videos as well.
- We will make graphs at different stages of the project including the students' marks in the learning of languages at different stages



of the project.

- We will make tests for teachers and we will measure the results in order of checking if they have improved professional skills, such as the communicative competence at foreign languages, the use of ITC, etc.
- We will use quizzes on etwinning to realize if we have promoted the linguistic diversity and intercultural awareness. We will assess the number of messages exchanged through etwinning and edmodo in the different languages of the project, since one of the topics is basic functions and vocabulary in our mother tongues. We will make graphs for students and teachers at different stages of the project.
- We will analyze our improvements after putting into practice our manual of learning and teaching languages during the learning/teaching activities. We will develop tests to assess if we are supporting the modernization of education and training systems.
- We will make questionnaires to ask for other teachers' opinions in all countries involved. Each partner will send questionnaires to 5 schools in its country. The questionnaires will include questions related to our manual of different ways of teaching and learning. We will assess if we have promoted the emergence and raised awareness of an European lifelong learning.
- We will make graphs with our students' school dropout rates, at the beginning, in the middle and in the end of the project. We will analyze the students involved in the project during their school life, to realize if we have done a good job, so we will go on this analysis even after the project.
- We will make questionnaires for children and families involved in the project from disadvantaged backgrounds or fewer opportunities (most of children involved in the project belong to this group). We will include questions to know their thoughts and expectations about their school life or jobs at the beginning and in the end of project, we will make graphs with the results.
- Children will work in mixed groups during the whole project, above all when dealing with the topic related to "techniques for preserving the environment". Thus, we must measure the cooperation between partners. To assess the group work we will use peer-evaluation, in which children will evaluate other children. They will evaluate different criteria about group work in worksheets. In the worksheets we will include aspects such as balanced participation of members during the tasks, agreements before tasks, taking turns of speech, solution of problems, distribution of tasks, revision of tasks before they are submitted, etc. We will do a report with all conclusions in order to know in the end of the project if we have enhanced the international dimension of education.
- We will assess the use of etwinning, edmodo and skype during tasks. We will analyze the number of members in etwinning and edmodo, the number of participants in the different topics, the number of meetings throughout Skype, we will collect ideas to improve the use of these skills and we will measure the use of ITC. It will be really important because we will measure the acquisition of different skills which will be very important in the world of work in a close future. Our website and etwinning will be very good indicators of the use of ITC and we will see the evolution of all members using these techniques.
- We will evaluate the mobilities. We will assess the accommodation, the organization of the host school, the activities, the process of learning and teaching and It will be taken into account for the following mobilities.
- We will evaluate the impact of the project through questionnaires, we will collect and make graphs with all mass media where the project is mentioned, number of visits to the web site of the project, number of people in our twinspace and edmodo, interviews to people from all communities involved in the project, etc.
- The Commissions and The Main Committee will evaluate the dissemination of the project as well and they will include a section for it in their reports.



G. Implementation

Do you plan to include intellectual outputs in your project?

No

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

- We will make leaflets of the project.
- We will develop forms to constitute the Commissions in each school.
- We will make groups of children in each country and we will look for information about the other partners. We will make murals about sociocultural aspects and we will display at all schools.
- Children will fill in a sheet to introduce themselves to the other partners. Children will draw pictures related to the project for the logo. We will have a contest in each country.
- Children will exchange information and will cooperate to work in groups using etwinning, edmodo and Skype. They will have to be in touch to do all tasks. They will work in groups compound of children from the six nationalities.
- We will develop a website and a twinspace of the project.
- We will use the diary of the project in etwinning to publish the news of the project. We will link the news to Facebook, Twitter.
- There will be a Corner for the project in each school
- The project will last two years and we will develop four products in order to achieve the objectives. We will work on all of them during the two years and they won't be ready till the project is finished. We will improve the level of key competences and skills in all topics. During transnational meetings we will focus on the coordination of all of them and we will spend a lot of time to analyze, observe, and record videos and pictures. It will be a cyclic work and we will work on:

A manual with different ways of learning and teaching.

We will analyze all methods and compare them in order to create an innovative new method for teaching and learning languages. We will include children in the classrooms where the activity of learning and teaching is taking place, then we will take notes, pictures, videos and questionnaires in order to improve it and evaluate it. Children will work in team and teachers will work in the classroom with the host teachers. During transnational meetings, teachers will also spend some hours with host teachers in order to work in the method of the host country. It will be included in our schools curriculums in a close future.

We will encourage in children techniques and skills which will be essential for them in the future to strengthen cooperation between the school and the labor market.

We will improve the teaching and learning of languages and we will elaborate a lifelong and exhaustive reference manual to support the modernization of education and training systems.

A dictionary with basic functions in our mother languages. We will collect vocabulary, basic functions and sociocultural information in all mother tongues from the countries involved in the project to create a dictionary. We will also create an interactive version where we will collect recordings with the vocabulary and expressions to have them available forever. All people from the school community will participate in the recordings, above all parents and children with special needs in order to involve them in the project.

We will improve the teaching and learning of languages and we will promote the linguistic diversity and intercultural awareness, we will support the modernization of education and training systems. We also want to improve the level of key competences and give the children strategies to study and look for a job in an European country in the future. We will foster internationalization at the level of education and we will enhance transnational cooperation between partners.

A book with fairy tales. We will collect fairy tales from all countries involved in English. We will also create an interactive book, in which all members from the communities involved in the project will read, record a story and we will have our particular book. It will be a way of developing the linguistic competence since early ages. They will understand the importance of their own culture and they will respect others. They will cooperate to other partners and they will learn a lot above them. They will also understand the importance of English as second language and we will work with multi-literacy as part of the teaching and learning process. We will improve ITC skills and we will promote the linguistic diversity and intercultural awareness.

A power-point with the different technologies for preserving the environment. Children will investigate about different techniques for preserving the environment in each country. We will create a PowerPoint presentation with the collection of projects and we will



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also include a guide with advices and measures taken in the different countries to preserve the environment. We will look for innovative techniques and we will enhance the international dimension of education through cooperation between partners. The main aim of this topic is to encourage in children techniques and skills that will be essential for them in the near future to strengthen cooperation between the world of education and training and the world of work.

**G.1. Learning/Teaching/Training Activities**

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

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

They are essential to achieve our objectives. Children and teachers will participate in these activities and they have the purpose of improving the teaching and learning of languages and to promote the linguistic diversity and intercultural awareness. During the development of these activities we will encourage in partners cooperation, and they will raise awareness of an European lifelong learning to support the modernization of education and training systems.

Children will improve the level of key competences and skills to look for a job in Europe in a close future.

Children from disadvantaged backgrounds or with fewer opportunities will participate in these activities, with the main aim of reducing the disparity in learning outcomes. These activities will also foster quality improvements, innovation excellence and internationalization at the level of education.

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	<p>Learning/Teaching activity in Hungary.</p> <p>Children will attend lessons there and they will be integrated in a classroom in other country. Teachers will help the host teachers and we will put into practice our manual with different ways of teaching and learning languages. We will focus on working about the techniques learnt in the previous transnational meetings in Denmark and Cyprus and above all working on the techniques from Hungary. Hungary is very good at drama as a technique and we will learn to apply it in the process of teaching and learning languages. We will analyze the techniques, we will take notes, evaluate them and we will use questionnaires for everybody involved in the learning teaching process. We will record videos to include in our manual and all the information we will get there will be essential for us. These activities are very important to test if we are working in the right way. To use a topic to put into practice our manual we will use "fairy tales". Children will work on fairy tales which will be included in our book and we will develop activities about this topic to work with our manual. Cyprus will help us to apply their knowledge about filagnosia to encourage in children creative writing and interest in literature.</p> <p>Finland will provide a lot of support due to their experience on literature and they will coordinate presentations in children's group work related to our work during the Poetry day and The World Book day</p> <p>Children will work in groups of children from all nationalities, they will work in team and we will encourage in them cooperative work.</p> <p>Children will also have the opportunity to put into practice our dictionary with vocabulary, structures and sociocultural information about other countries, above all the host country. They will collect more information and they will need all children participation to have a high number of vocabulary and structures.</p>
No. of Participants	35
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	10



Duration (days)	5
Duration (months)	
Participating Organisations	COLEGIO ADERAN I Woldschool Stjaerskolen Rovastinkankaan koulu Agios Antonios Primary School
Activity No.	C2
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	<p>Learning/Teaching activity in Holland</p> <p>Children from Spain and Hungary will attend lessons there and they will be integrated in a classroom in other country. Teachers will help the host teachers and we will put into practice our manual with different ways of teaching and learning languages. We will focus on working about the techniques learnt in the previous transnational meetings in Denmark, Cyprus, Hungary, Finland and above all working on the techniques from Holland. Holland is very good at technologies and we will learn to apply it in the process of teaching and learning languages. We will analyze the techniques, we will take notes, evaluate them and we will use questionnaires for everybody involved in the learning teaching process. We will record videos to include in our manual and all the information we will get there will be essential for us.</p> <p>These activities are very important to test if we go on working in the right way. Children will finish their projects related to technologies to preserve the environment.</p> <p>Children will work in groups of children from different nationalities, they will work in team and we will encourage them to work in a cooperative way. Spain will provide very important information about its work on this topic and Denmark will give the children a lot of support to produce their presentations. We will work on the Power Point presentations there and the groups of children will exchange ideas.</p> <p>Children will also have the opportunity to put into practice our dictionary with vocabulary, structures and sociocultural information about other countries, above all the host country. They will collect more information and they will need all children participation to have a high number of vocabulary and structures. They will have to work on different topics to include more sections in it.</p> <p>During this activity will participate children from Holland, Hungary and Spain in order to give the Hungarian and Spanish children the opportunity of participating in this kind of activities twice. They will be host schools otherwise they will only participate in one of them.</p>
No. of Participants	14
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	4
Duration (days)	5
Duration (months)	



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Participating Organisations	COLEGIO ADERAN I
	Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola
Activity No.	C3
Fields	School Education
Activity Type	Short-term exchanges of groups of pupils
Activity Description	<p>Learning/ Teaching activity in Spain.</p> <p>It will be the last Learning/Teaching activity and Spain will host it as coordinator of the project. We will work to finish all our products above all our manual with different ways of learning and teaching languages.</p> <p>Children will attend lessons there and they will be integrated in a classroom in other country. Teachers will help the host teachers and we will put into practice our final manual with different ways of teaching and learning languages. We will focus on working about the techniques learnt in the previous transnational meetings in Denmark, Cyprus, Hungary, Finland, Holland and above all working on the techniques from Spain. Spain is a CLIL school with several levels at the same time in the classroom. We will analyze the techniques, we will take notes, evaluate them and we will use questionnaires for everybody involved in the learning teaching process. We will record videos to include in our manual and all the information we will get there will be essential for us. We will put into practice the final manual with different ways of learning and teaching languages.</p> <p>Children will work in groups of children from all nationalities, they will work in team and we will encourage in them cooperative work. We will watch all the Power Point presentations there and the groups of children will explain their projects to the others.</p> <p>Children will also have the opportunity to put into practice our dictionary with vocabulary, structures and sociocultural information about other countries, above all the host country. They will collect more information and they will need all children participation to have a high number of vocabulary and structures. They will have to work on different topics to finish it. We will work on the stories about our book with fairy tales. We will read and listen to the stories there.</p>
No. of Participants	35
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	10
Duration (days)	5
Duration (months)	
Participating Organisations	Woldschool
	Stjaerskolen
	Rovastinkankaan koulu
	Agios Antonios Primary School
	Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola



Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

We will use Europass and Youthpass to validate the learning outcomes of the participants involved in learning, teaching or training activities.

We will also contact to our legal institutions to apply for educational certificates. They will be certified by local Educational authorities in each country.



H. Follow-up

H.1. Impact

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

The impact of this project will be a lifelong one and will bring enrichment not only to the children but to the school community as a whole, including staff and parents and the wider community.

The project represents a great opportunity to share different educational practice for staff and this will have an impact on the curriculum provided in each school. The sharing and implementing of new ideas should generate excitement and enthusiasm and make the learning/ teaching experience enjoyable for all, encouraging innovation in learning/teaching methods. Some staff and children will have the opportunity to travel and see different teaching methods being put into practice, which will broaden their experience. Each institution has its own way of doing things and it will be a great opportunity for us to share what we do and learn from each other.

The main objective is to get the project impact on all elements of the teaching-learning process of our partner institutions. Mainly in the European dimension in our School Projects and in each of our education systems, too. Primarily on communication systems, the methodological processes of teaching a mother tongue, in a common language as English and the new technologies that globalize learning and build bridges between European countries.

We start from schools situated in small towns or villages in different parts of Europe that include children from disadvantaged backgrounds, so the project will be a basic element to complement the teaching of the European dimension in these rural areas of Europe.

We will involve the whole community in the project with the main aim of reducing the early school dropout rates and giving all people involved in the project lots of reasons to go on studying. They will realize that people from disadvantaged backgrounds can manage a project from this importance properly, and they will understand the importance of studies in life.

After developing the activities during the project, we will develop in children basic skills to live or look for a job in a close future in a European country. The whole community will be involved during the learning and teaching activities, children will be integrated in the daily life of other countries and they will have to use their skills to attend lessons and to communicate to other people. They will start to use their knowledge of other languages involved in the project, so they will realize that our particular dictionary with basic structures and functions can be developed with other European languages. It will be a long-life learning and it will develop in children strategies to be a European citizen in the future.

We would improve our daily educational work, as a reference for international work beyond our local and regional scopes/areas. We will develop a manual for learning and teaching languages which will be included in the curriculum of all countries involved. We will put into the practice the improvements at the different stages of the project. We will send the manual to our Teaching Training Centers and to other schools in order to have more opinions about it. Our teaching training Center is very interested in our method and they will use it in different training sessions for teachers. They will receive our help to tell other teachers about our experiences and how they can adapt our method to other schools.

Our local authorities have expressed their support for the project as a way to supplement the different socio-economic and cultural situations and take a step forward in the integration of Europe. We will receive their help and they will participate in the whole project, above all during the transnational meetings and the learning and teaching activities.

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

The project should significantly increase awareness of other cultures, languages and tolerance of differences, which is important as many of the children will never have had the chance to travel abroad and experience the differences first hand. The cross-border aspect of the project invites experimentation with a variety of communication methods, to get a message across, and giving the children 'real life experience' of using their ITC skills.

The school community will be involved in the project and all people will provide very important information about the topics.

We think that the project will have a very positive impact of the local communities of all schools involved, by:

Raising awareness of these key topics in the community and by setting an example for all to follow.

Setting an example of the benefits of collaboration across boundaries; national, cultural and educational.

Building an expectation in today's children that is just the start of what they can influence their communities to achieve in the future.

All people involved will understand the importance of their own cultures and they will learn the importance of other ones. They will realize that there are lots of people from other countries that also live in disadvantaged backgrounds, they will work in team, and they will understand the importance of that cooperative work to achieve the aims of the project. They will feel integrated in Europe and they will be more self-confident when travelling abroad looking for new opportunities (to study or work). They will have friends



in other European countries and they feel more integrated in Europe, which is very important for people from disadvantaged backgrounds that don't usually travel abroad.

How will you measure the previously mentioned impacts?

We will also evaluate the impact of the project because it will be very useful for us in order to know if we are working in the right direction. We must know if the project is having the required impact at every stage, so The Commissions in the different countries will assess the impact of it and The Main Committee will include a section for the impact in each report. As we mentioned in the section related to the evaluation there will be a report after transnational meetings and the learning and teaching activities.

We will evaluate the impact of the project through questionnaires for teachers, parents and other local institutions, we will measure the impact of the project including questions about the website, activities, etc. We will collect all mass media reports where the project is mentioned, we will make graphs with the number of visits to the website of the project, number of people in our twinspace and edmodo.

We will take into account the number of people who apply to participate as a member of the Commissions in each country, the number of teachers and students participating in the activities and the number of questions received to contact us through the website and etwinning.

We will include interviews to people from all communities involved in the project, asking them about the impact of the project. It will include teachers, children, parents and members of the community, such as a member of the Local Council, the education inspector or an advisor of the Teaching Training Center.

H.2. Dissemination and Use of Projects' Results

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

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

Project results will be disseminated to the entire educational community, both in partner institutions to others who could provide an example in the teaching-learning process.

We will also spread the process of our work and the impact it has had on our schools.

We will use different media and we will get a large number of students, teachers, people involved in education, parents and the whole school community.

We will start to disseminate the project before it starts. We will make leaflets and we will spread them out through the local communities. It is very important because people must know about us to apply to be a member of the Commission in each country. We will include all the information necessary (objectives, activities, evaluation, etc) in the leaflet and we will add a form to apply and be a member of the Commissions. The participants will present their candidacy, and they will include information about themselves and the reasons which encouraged them into join to the Commission. Afterwards there will be an election in each country to constitute the Commissions (1 per country). There will be a president (the head teacher or the coordinator of the project), two teachers, two parents, 1 student, 1 representative of the City Council.

We will send the information about the project and partners to local and educational authorities in order to get help and support. With this action, we will disseminate the project before it starts, they will know about us before starting to work and they could give us ideas and help in advance.

The Commissions and The Main Committee will evaluate the dissemination of the project as well and they will include a section for it in their reports.

Apart from the communities directly involved in the project, we will ask other schools for their opinions about our manual about different ways of teaching languages.

Our teaching training Center is very interested in our products and they will use it in different training sessions for teachers, above all the manual with different ways of teaching and learning languages. They will receive our help to tell other teachers about our experiences and how they can adapt our method to other schools.

Our local authorities have expressed their support for the project as a way to supplement the different socio-economic and cultural situations and take a step forward in the integration of Europe. We will receive their help and they will participate in the whole project, above all during the transnational meetings and the learning and teaching activities.

The educational inspection service will receive the leaflet of the project, and we will give it detailed information about the project before it starts, besides we will send it all the reports that will be published by The Commissions and The Main Committee.

Apart from that, all our products will be available in our website and etwinning for all schools interested in them, they will be



downloadable resources for everyone. All products will be very useful for all schools, but our dictionary with basic vocabulary and functions in our mother tongues will be also useful for everybody who is going to travel to one of the countries involved in the project. It could be used for people who is going to travel to look for a job, to study there, even for holidays so we will send it to local tourist offices.

We will send a copy of our book with fairy tales to our local libraries in order to give all people the opportunity of reading it there. We will contact and send the Power-Point presentation about technologies for preserving the environment to the Eco-school European network. We have been participating in this network for a long time and they are also very interested in this type of projects. We will do the same with net about responsible consumption called ECOMS and with the net in which schools associated to the UNESCO exchange experiences. In Spain we have a long work done in Eco-school, and we know these nets very well. They are really useful for this purpose and there will be lots of European schools interested in knowing about our project.

Who will be responsible for the dissemination 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 dissemination plans?

As it was described in the section of the project related to the distribution of tasks and responsibilities, Denmark will develop the website of the project, Holland will develop our twinspace and Hungary will publish all news about the project in the diary of the project in etwinning. Both tools will be very important to disseminate the project and our products.

Each country will have a person in charge of disseminating the results and uploading the materials to the website and etwinning related to its country. The Commissions will choose a person to do it and they will take into account that the person in charge must be in contact to the President of the Commission regularly in order to refresh the section per country frequently. These people will be in charge of uploading geographical and sociocultural information, a map with the location of the school, pictures of the school, children and staff, etc. we will also include a detailed description of the classrooms, type of school, etc.

There will be also a section for transnational meetings and learning teaching activities in the website and etwinning. The responsible in each country will upload the agenda, information about the accommodation and transport, activities, pictures, videos and a summary after the meetings. Spain as coordinator of the project will help and coordinate the agendas of all transnational meetings.

In the website and etwinning, there will be a section for each product and for the evaluation of the project. The responsible for the products will be in charge of these sections, so that we will develop a section for the "manual with methods of teaching and learning" by Spain, "technologies to preserve the environment" by Holland, "basic functions in our mother tongues" by Hungary, "a book with fairy tales" by Finland and "evaluation" by Cyprus.

All partners will send other schools our manual with different ways of learning and teaching languages with questionnaires in order to get different opinions about our work, besides it can be used by them.

We will send information to local and regional newspapers and TV channels about our project. We usually work with them and they are always very interested in publishing reports about us, specially news related to European projects due to the impact of these activities on the society.

The president of each Commission will be in charge of a corner for the project in each school. He/She will choose two assistants to help him/her and they will display all products and pictures of the project with the advice of the President.

All products will be displayed in our corners for the whole duration of the project to inform the school community about the project and its evolution.

The president in each country will meet the teachers, students and parents to explain the agreements of The Main Committee (TMC), so it will happen after transnational meetings and learning and teaching activities. He will also send the report and he will answer all questions required by the educational inspection.

The president in each country will send the printed and digital version of our book with fairy tales to the local libraries. He will be also responsible for sending and working with the Teaching Training Center our products. All teachers in each school will help the Center, and some of them will participate in some sessions to train teachers, where they will give support and exchange experiences about the practice of the method.



Spain as an Eco-school for more than 10 years will be responsible for sending the products related to the topic "technologies for preserving the environment" to all networks mentioned above. We will spread these products in the Eco-school European network, in the net about responsible consumption called ECOMS and in the net in which schools associated to the UNESCO exchange experiences. We are active members on these networks and it will be easy for us.

We will print our particular dictionary with vocabulary and basic functions in our mother tongues and the President of the Commissions will send it with a digital version of it too to the local tourist offices. It could be used by tourists or other people who travel to one of the countries involved to study or work.

Hungary will publish all the news of the project in etwinning weekly. They will use the diary of the project, which is a very useful tool in etwinning and all people registered will receive our news. We will link these news to Facebook, Twitter and Edmodo in order to enhance the popularity of the project.

The proposed dissemination should be identified with these elements:

- Title of the Project: "Children in a Europe of 2020"
- ERASMUS + Logos.
- Flag of the European Union.
- The logo of the project.

What kind of dissemination activities do you intend to carry out and through which channels?

The activities that we will develop for a proper dissemination of the project can be summarized as:

• Leaflets of the project before it starts in order to enhance the popularity of the project. Children will decorate the leaflets with their pictures and they will distribute them in their villages and neighborhoods. Children with special needs will be in charge of decorating the leaflets in order to involve them in the project. They will explain the people about their own project to encourage in people participation on it before it starts. Moreover it will be very important because we need children, parents and members of the city council to constitute the Commissions in each country.

• Forms to constitute the Commissions in each school. We will distribute forms with the leaflets to be filled in with personal information and the reasons because they want to be part of the Commissions. We will include the school address, telephone number, email address, the deadline to send candidacies and the date for elections. All people from the school community will be able to vote for a teacher, a student and a member of the city council.

• The Commissions in each country will report and inform after transnational meetings and the learning and teaching activities.

Afterwards The Main Committee will report an inform too with all agreements from each Commission. The reports will be available in the website of the project, our twinspace and in all corners for the project which will be in a visible place at every school.

• The website of the project in which all products will be available even after the project is finished.

• The twinspace of the project in which all products will be available even after the project is finished.

• The diary of the project in etwinning. We will use it to publish the news of the project and it will be refreshed weekly. We will link the news to Facebook, Twitter and Edmodo in order to enhance the popularity of the project.

The logo of the project.

• The Corners in each school, which will be supervised by the President of the Commission and he will be helped by two people who will display all products following his/her advice. Children with special needs will decorate these corners.

• We will print our manual with different ways of learning and teaching languages. We will send it to other schools in order to know their opinion, evaluate it and improve it. We will send it to our Teaching Training Center too. They are very interested in it and they will use it in several sessions to train teachers, they will receive our support to explain it and exchange experiences. There will be videos, pictures and a lot of information related to the learning and teaching activities which are very important to develop it.

• We will print our particular dictionary with vocabulary and basic functions in our mother tongues and we will send it with a digital version of it too to the local tourist offices. It could be used by tourists or other people who travel to one of the countries involved to study or work.

• We will collect all projects related to the different techniques for preserving the environment, and we will spread out the Power Point presentation and all the materials produced. We will send it to the Eco-school European network, to the net about responsible consumption called ECOMS and to the net in which schools associated to the UNESCO exchange experiences.

• We will print our book with fairy tales and we will send it with a digital version of it too to the local libraries. It could be used by the whole community forever.

• There will be regular meetings after the transnational meetings and the learning and teaching activities. There will be meetings for



children, teachers and parents.

- We will send information to local and regional newspapers and TV channels to include information about our project in their sections.
- We will send the reports to the Educational Inspection after transnational meetings and the learning and teaching activities.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, 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 products will be available in our web site and in our twinspace after the project is finished. They will be free to be used for everyone interested in them. They will be available to download and print them.

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

The project's products will be always available in each school involved in the project for the one who request for them and they will be on the website and twinspace for a long time. We will keep the website of the project running for at least 5 years more after the project is finished.

We will send the materials to local libraries, Teaching Training Centers and tourist offices so they will be available for a lot of people for a long time. We will also send our manual with different ways of teaching and learning languages to other schools with questionnaires to ask for their opinions. We will ask them regularly to know if they have put it into practice and in case of receiving positive answers, we will keep in touch with these schools and we will exchange experiences after the project is finished.

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

H.3. 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?

We will keep the website of the project running for at least 5 years after the project is finished and we will apply to keep our twinspace running too. The six schools will pay the costs of the website since it won't be very expensive and we won't have any problem to do it.

Children will communicate each other through our twinspace or Edmodo frequently after the project is finished. They will talk about different topics related to their interests monthly. Teachers will keep in touch to coordinate children's activities through Skype.

We will include our innovative manual with all our ways of learning and teaching languages in our schools curriculums. Some of the innovations included in it will be put into practice in other schools since we will send it to our Teaching Training Center.

We will go on working at least for 5 years more after the project is finished. It will be very important for us, because one of the main aims of the project is to reduce the school dropout rates, so we will analyze the students involved in the project during their school life. We will make graphs analyzing the children in the schools involved in the project, we will focus on these children in order to check if we have achieved our goals to go on working in the same line.

We will keep in touch and we will have the possibility of participating in other European projects in the future.



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I. Budget

For further information please consult the Programme Guide for the overview of funding rules. Please note that all amounts must be expressed in Euros.

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation	Grant Requested
947132445	Applicant Organisation	COLEGIO ADERAN I	12000.00
946914971	Partner Organisation	Woldschool	6000.00
946135285	Partner Organisation	Stjaerskolen	6000.00
941887073	Partner Organisation	Rovastinkankaan koulu	6000.00
944819868	Partner Organisation	Agios Antonios Primary School	6000.00
943553533	Partner Organisation	Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola	6000.00
Total			42000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
947132445: COLEGIO ADERAN I	3	6	>= 2000 km	760.00	4560.00
946914971: Woldschool	1	2	>= 2000 km	760.00	1520.00
946914971: Woldschool	3	6	100 - 1999 km	575.00	3450.00
946135285: Stjaerskolen	2	4	>= 2000 km	760.00	3040.00
946135285: Stjaerskolen	1	2	100 - 1999 km	575.00	1150.00
Total					27440.00

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PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
941887073: Rovastinkankaan koulu	2	4	>= 2000 km	760.00	3040.00
941887073: Rovastinkankaan koulu	1	2	100 - 1999 km	575.00	1150.00
944819868: Agios Antonios Primary School	3	6	>= 2000 km	760.00	4560.00
943553533: Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola	1	2	>= 2000 km	760.00	1520.00
943553533: Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola	3	6	100 - 1999 km	575.00	3450.00
Total					27440.00

I.3. Intellectual Outputs

Which concrete participating organisations' staff resources are you planning to use in the production of outputs that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.)?

PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
				Total		Total

I.4. Multiplier Events

PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
			Total		Total		Total

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I.5. Learning/Teaching/Training Activities

I.5.1. Travel

PIC of Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Grant Requested
947132445: COLEGIO ADERAN I	C1	Short-term exchanges of groups of pupils	7	>= 2000 km	360.00	2520.00
947132445: COLEGIO ADERAN I	C2	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
946914971: Woldschool	C1	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
946914971: Woldschool	C3	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
946135285: Stjaerskolen	C1	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
946135285: Stjaerskolen	C3	Short-term exchanges of groups of pupils	7	>= 2000 km	360.00	2520.00
941887073: Rovastinkankaan koulu	C1	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
941887073: Rovastinkankaan koulu	C3	Short-term exchanges of groups of pupils	7	>= 2000 km	360.00	2520.00
944819868: Agios Antonios Primary School	C1	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
944819868: Agios Antonios Primary School	C3	Short-term exchanges of groups of pupils	7	>= 2000 km	360.00	2520.00
943553533: Kecskeméti Belvárosi Zrínyi Ilona Általános	C2	Short-term exchanges of groups of pupils	7	100 - 1999 km	275.00	1925.00
Total			84	Total		26075.00

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PIC of Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Grant Requested
943553533: Kecskeméti Belvárosi Zrínyi Ilona Általános	C3	Short-term exchanges of groups of pupils	7	>= 2000 km	360.00	2520.00
		Total	84		Total	26075.00

I.5.2. Individual Support

Long-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (months)	Country of Destination	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
		Total		Total		Total		Total	

Short-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (days)	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
947132445: COLEGIO ADERAN I	C1	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
		Total	60	60	Total	24	Total	28500.00

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PIC of Organisation	Activity No.	Activity Type	Duration (days)	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
947132445: COLEGIO ADERAN I	C2	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
946914971: Woldschool	C1	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
946914971: Woldschool	C3	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
946135285: Stjaerskolen	C1	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
946135285: Stjaerskolen	C3	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
941887073: Rovastinkankaan koul	C1	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
941887073: Rovastinkankaan koul	C3	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
944819868: Agios Antonios Prima	C1	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
944819868: Agios Antonios Prima	C3	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
943553533: Kecskeméti Belvárosi	C2	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
943553533: Kecskeméti Belvárosi	C3	Short-term exchanges of groups of pupils	5	5	275.00	2	500.00	2375.00
Total			60	60	Total	24	Total	28500.00

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I.5.3. Linguistic Support

PIC of Organisation	Activity No.	Activity Type	No. of Participants (without accompanying persons)	Grant per Participant	Grant Requested
			Total		Total

I.6. Special Needs

PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
			Total

I.7. Exceptional Costs

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
		Total

Please provide any further comments you may have concerning the above entered budget.

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J. Project Summary

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ dissemination platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.

In view of further publication on the Erasmus+ dissemination platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

CHILDREN IN A EUROPE OF 2020

It is a Project that will last 2 years and involves schools from Holland, Denmark, Cyprus, Finland, Hungary and Spain. Most of children in this Project come from disadvantaged backgrounds and all schools have lots of things in common, that is the main reason of the partnership. We have focused on the following objectives:

- To reduce the school drop out rates in the communities involved in the project.
- To develop the key competences, such as ITC skills and linguistic competences using ways of teaching and learning focused on children.
- To improve the linguistic competence in children in order to develop techniques and skills which will be essential for them in the world of work in a close future.
- To encourage in children the capacity of work in Europe since early ages by working on linguistic and social competences.
- To implement the European dimension amongst all participants, encourage in them internationalization and be open-minded, which is so important to be integrated in a common Europe to prevent our communities' members of social exclusion in the future.
- To use ITC as international instrument of communication, elaboration, evaluation and diffusion of the results.
- To improve students' and teachers' communication, group working skills, the use of English as common language.
- To compare methods of teaching and learning, values of education, school organization and curriculum in order to look for innovative ways of teaching and learning and introduce pedagogical innovations.

All schools involved in the partnership will work to achieve these aims due to we have nearly the same necessities. All partners have some strong point to implement the Project but at the same time all of them have necessities that will be solved with the development of the Project

We will focus on children from 10 to 14 years old to achieve the objectives of the Project. This group of children will work directly on the Project, but the whole school community will participate and will be involved in it. It is a very important Project for all teachers and they will have to participate in it in order to collaborate and investigate to look for innovative ways of learning and teaching. All teachers will participate to develop the materials and the manual that will be available and we will spread it out in order to help other schools interested in the method. We will start to work in a new way with the objective of improving the ways of teaching and learning since very early ages at school. We will put it into practice since pre school in the close future with the purpose of increasing the quality of education at this level.

This project wants to be innovative by analyzing different ways of learning and teaching in order to create new ways to develop the key competences in children, the improving of ITC techniques and linguistic competence.

We will create a commission or committee to select people who is going to select people who is going to participate in mobilities, to evaluate the Project and to spread the results out, to intervene in an emergency and to control the budget.

We will have four main products:

A manual with different ways of learning and teaching.

A dictionary with basic functions in our mother languages.

A book with fairy tales.

A power-point with the different technologies for preserving the environment.

Most of children included in this project are students with fewer opportunities and face problems such as geographical obstacles, economic obstacles and educational difficulties.

We will evaluate each aspect of the project three times per year. It will be after the transnational meetings and the learning and teaching activities. The different Commissions will meet in each country and they will report an inform with the evaluation of all items mentioned below.



This is our first agenda for transnational meetings and learning teaching activities:

- First meeting: It will take place in Denmark in early October 2015.
- Second meeting: It will take place in Cyprus in early February 2016.
- Learning teaching activity in Hungary (C1) in early May 2016 which includes children.
- Third Meeting: It will take place in Finland in early October 2016.
- Learning teaching activity in Holland (C2) in early February 2017, which involves children.
- Fourth meeting: It will take place in Spain in early May 2017. There will be also a learning teaching activity (C3) which involves children, because it is the final and most important meeting. We will finish all products and we will put into practice our final manual with different ways of learning and teaching languages.



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J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
947132445	COLEGIO ADERAN I	Spain
946914971	Woldschool	Netherlands
946135285	Stjaerskolen	Denmark
941887073	Rovastinkankaan koulu	Finland
944819868	Agios Antonios Primary School	Cyprus
943553533	Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola	Hungary
Total number of participating organisations		6

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J.2. Budget Summary

PIC of Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities			Special Needs	Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support			
947132445	12000.00	4560.00			4445.00	4750.00				25755.00
946914971	6000.00	4970.00			3850.00	4750.00				19570.00
946135285	6000.00	4190.00			4445.00	4750.00				19385.00
941887073	6000.00	4190.00			4445.00	4750.00				19385.00
944819868	6000.00	4560.00			4445.00	4750.00				19755.00
943553533	6000.00	4970.00			4445.00	4750.00				20165.00
Total	42000.00	27440.00			26075.00	28500.00				124015.00

J.2.1. Project Total Grant

Grant Calculated	124015.00
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K. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:

- you have used the official Key Action 2 application form.
- 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.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the legal representative mentioned in the application.
 - the mandates of each partner to the applicant signed by both parties (recommended).
 - the timeline for the project activities and outputs using the template provided.
- all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement accompanying this form.

You are entitled to obtain access to your personal data on request and to rectify any such data that is inaccurate or incomplete. If you have any queries concerning the processing of your personal data, you may address them to your National Agency. You have the right of recourse at any time to your national supervising body for data protection or the European Data Protection Supervisor for matters relating to the processing of your personal data.

You are informed that for the purposes of safeguarding the financial interest of the Communities, your personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel and/or to the European Anti-Fraud Office (OLAF).

<http://www.edps.europa.eu/>



M. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation.

I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge. I put forward a request of an Erasmus+ grant as set out in section BUDGET of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- In the case of projects in the field of youth, the participants involved in the activities fall in the age limits defined by the Programme.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely:

It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that (in case the grant requested exceeds 60 000€):

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the National Agency can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

Commit:



- my organisation and the other partner organisations herein, to take part upon request in dissemination and exploitation activities conducted by National Agencies, the Executive Agency and/or the European Commission, where the participation of individual participants may also be required.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

Place:

Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the applicant organisation (if applicable):



N. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

File Name	File Size (kB)
(482293291) Declaration of honour.pdf	1062
(483128713) Dutch mandate n.pdf	766
(483127708) Danish mandate n.pdf	440
(483072230) Finnish mandate.pdf	794
(482660232) Cypriot mandate.pdf	960
(483074174) Hungarian mandate.pdf	777
Cronograma Children in a Europe of 2020.xls	57
Total Size	4856



O. Submission

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted	YES
Submission ID	1250377
Submission date (Brussels, Belgium Time)	2015-03-26 19:35:54
Hash code	543694755A765204

O.3. Alternative Submission Procedure

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.

O.4. Submission Summary

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2015-03-26 19:35:54 (Brussels, Belgium Time)	543694755A765204	YES	Your submission was successful. Submission ID: 1250377

O.5. Form Printing

Print the entire form