

## Context

Project Title	Let's Empower our European Identity !
Project Acronym	EILEI
Project Start Date (yyyy-mm-dd)	2020-09-01
Project Total Duration (Months)	24 months
Project End Date (yyyy-mm-dd)	2022-08-31
National Agency of the Applicant Organisation	IT02 Agenzia Nazionale Erasmus+ - INDIRE
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:  
<https://ec.europa.eu/programmes/erasmus-plus/contact>

## Participating Organisations

Are you applying on behalf of a mobility consortium?

No

Please note that the Organisation ID has replaced the PIC as the unique identifier for the organisation to apply for Erasmus+ and European Solidarity Corps actions managed by National Agencies. Organisations that have a PIC and have previously applied for funding in these programmes through the National Agencies have been assigned an Organisation ID automatically. Please use the Erasmus+ and European Solidarity Corps platform to check an Organisation ID, update information linked to it or register a new organisation: <https://webgate.ec.europa.eu/erasmus-esc/organisation-registration>

## Applicant Organisation Details ( Organisation ID E10224760 )

Organisation ID	E10224760
Legal name	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"
Legal name	
Address	Via Fichidindia s.n.c.
Country	Italy
City	Palermo
Postal Code	90124
Telephone	+390916307454
Fax	+39 0916300170
Website	<a href="http://www.liceodanilodolci.it">www.liceodanilodolci.it</a>
Email	<a href="mailto:papm07000p@istruzione.it">papm07000p@istruzione.it</a>

## Profile

Type of Organisation	School/Institute/Educational centre – Vocational Training (secondary level)
Is your organisation a public body?	Yes
Is your organisation a non-profit?	Yes
Total number of staff	152

## Associated Persons

Please provide information about this organisation's legal representative and contact persons for the project. Legal representative is the person authorised to sign legally binding documents on behalf of the organisation, while the contact persons are people who will be managing the project. One of the contact persons must be designated as "preferred contact". This person will be contacted by the National Agency if there are questions about the project or the organisation, and in case the project is selected they will receive access to project management and reporting tools.

### Legal Representative ( Liceo delle Scienze Umane e Linguistico "Danilo Dolci" )

Title	Mr
Gender	Male
First Name	Matteo
Family Name	Croce
Role	Legal Representative
Position	Headmaster
Email	matteo.croce1@gmail.com
Telephone	+390916300170
Preferred Contact	No
Different address from organisation	Yes
Address	Via Fichidindia s.n.c
Country	Italy
Postal Code	90124
City	Palermo

## Contact Person ( Liceo delle Scienze Umane e Linguistico "Danilo Dolci" )

Title	Mrs
Gender	Female
First Name	Liboria
Family Name	Carfi
Role	Contact Person
Position	Contact Person
Email	rina.carfi@gmail.com
Telephone	+3933935234354
Preferred Contact	Yes
Different address from organisation	Yes
Address	via Fichidindia s.n.c.
Country	Italy
Postal Code	90124
City	Palermo



Contact Person ( Liceo delle Scienze Umane e Linguistico "Danilo Dolci" )

Title	Mrs
Gender	Female
First Name	Marisa
Family Name	Cuffaro
Role	Contact Person
Position	Contact Person
Email	alnorl@alice.it
Telephone	+393470960252
Preferred Contact	No
Different address from organisation	No

## Background and Experience

Please briefly present your organisation and include the following information:

- What are your organisation's activities and previous experience in the areas relevant for this application?
- Who are the key persons who will be involved in implementing and managing the project and what relevant experience do they have?

Our school is entitled to Danilo Dolci, a sociologist from Trieste who came to Sicily to fight for workers and humble's rights. It's a High School of Language and Human Sciences (Liceo Linguistico e delle Scienze Umane) lying in one of the poorest outskirts in Palermo called Brancaccio, with a high rate of widespread illegality. It consists of a series of buildings confiscated from mafia in 1990s that host 1114 students. They belong to middle- low classes, which include a large number of unemployed parents or single-income families, or even one parent families. The only recreation centres and free time activities for children are arranged by parishes and charities. Our school has represented for many years the most important presence of the State in this territory ( historically dominated by the violence of mafia) and a winning factor, since it grows citizens confident about State, education and citizenship . Being a suburb of the city, where lifestyle is low, this area has attracted people of different cultures in the last few years, such as Chinese, Asians and Africans. Because of that, staff needs to enhance language skills in order to communicate effectively and lead students towards successful integration and inclusion .Our school has always worked on "law respect" and "women identity" thanks to the implementation of projects to empower students motivation towards their future as citizens. It has also been working for many years to support women identity as an agent for change in the strict local community and has also gained national awards for educational activities and video products concerning women identity and gender equality. Moreover in the last years it has planned job learning experience activities and art projects in local museums . One of the activities of the European Biennial of Contemporary Art called "Manifesta" took place in our school from June to November 2018. Some of our teachers have been practicing Clil methodology as well as Esabac and have E-twinning experiences. In the school there is a teacher team with pedagogic and psychological skills who offer support to students ( Students' Counselling). Moreover an Erasmus+ KA1 project funded in 2016 has given many teachers the chance to know the most innovative methodologies to motivate their students. Erasmus+ KA2 project "DARE" has given teachers the chance to share good practices with other European teachers and students to improve their knowledge and use of the English language and even getting new friends. Some of the key persons involved in this application have already planned the previous KA1 and KA2 Erasmus + projects and all of them have at least an Intermediate level of English or French (B1+) level, others are English or CLIL/ESABAC teachers with more than B2 language proficiency. They have taken part into Erasmus + educational seminars organized by USR Sicilia and have attended language and ITC courses at school financed by PON FSE.

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

No



## Hosting Partner Organisation Details

In case the organisation has an Organisation ID, you can introduce the Organisation ID in the appropriate field and the organisation's data will be loaded automatically. If the organisation does not have an Organisation ID, you can fill in the needed information manually.

Organisation ID	E10033067
Legal name	IX Liceum Ogólnokształcące
Address	Jana Dormana 9a
Country	Poland
City	Sosnowiec
Telephone	+48322632423
Postal Code	41-219
Website	ixlo.sosnowiec.pl
Type of Organisation	School/Institute/Educational centre – General education (secondary level)

## European Development Plan

In this section you are asked to formulate your organisation's European Development Plan. The Plan should describe your organisation's longer-term goals and explain how they relate to the organisation's needs and the context in which it operates. The Plan is meant to provide the background for your application and therefore it should cover a longer period than the duration of the project.

The scope of your European Development Plan should be proportional to your organisation's size, capacity, and existing experience in European and international cooperation. You should aim to define goals and objectives that are both relevant and realistic.

The European Development Plan is an important part of the application because it forms the basis on which you will build your project proposal. The rest of the application form is designed following that logic. At the end of this section you will be asked to define specific objectives of this project and to explicitly link them with the broader goals of your European Development Plan. In all other parts of the application, and in particular when explaining the expected impact of the project, you should make sure to remain consistent with the answers you have given in this section about the project's objectives and their relevance in the context of the European Development Plan.

What are the key needs and goals of your organisation in the area of European mobility and cooperation?

Liceo Danilo Dolci has broadened in the last few years gaining five language courses, one of them with Esabac diploma and a Cambridge course in the next future. Since all of them require compulsory CLIL teaching in the last three years of their curriculum, staff needs to be trained to get language and methodology skills as well as enhance them. From a questionnaire about school needs filled in by teachers has emerged as priority the language and methodology training. Human Sciences courses also need a new and updated more creative teaching method training in order to reduce school- drop out and irregular attendance and to motivate our students, rising their curiosity and interest in studying. Despite they live in a socially, culturally and economically deprived outskirts, many of our students show a great interest in culture and need a stimulating training that can help them to get the best of themselves. For this reason our teachers need to try the most recent educational avant-garde to improve also teaching to special needs students, included disabled who are a lot. Actually improving inclusion teaching has always marked our school and remains its first aim. More and more new students belonging to different language and culture have been attending school courses for years, so teachers need to get foreign language skills in order to better communicate with them. Finally our insularity makes the chance to meet, relate and share experiences even more difficult in our country. Consequently teachers need to learn new teaching methods to experience a European dimension that can help them to overcome physical, historical and cultural bounds to better define our European identity. Cross-border training experience is the most evaluable chance to become fully members of European Union community. We will carry on promoting the use of eTwinning and other tools throughout the project in order to make the transnational dimension a firmly and deeply rooted plan of our school. Enhancing the use of ICT as a tool for teaching and communication with students will also develop new teaching skills and strategies. Therefore aims are: 1. Give teachers cross-curricular and cross-border training (crucial to get interpersonal competencies that make the difference inside each educational process); 2. Set up global nature of the school favouring tolerance and respecting diversity; 3. Gain language skills; 4. Enhance teachers skills as to manage complex situations. These goals will be achieved through the following activities that will enable to satisfy the above needs:

1. Creative/Active methodology courses including ICT for teachers of all subjects in order to encourage them to overcome traditional frontal lectures, try active methodologies in their classes like Cooperative Learning, Peer to Peer, Brainstorming, Role Play, Case Study, Problem Based Learning, Learning by Doing, Digital Storytelling, Flipped Classroom, Byod, and all new teaching strategies able to more effectively involve students. 2. Enhanced language and teaching methodologies for our English and French language teachers as well as CLIL teachers through a job shadowing experience abroad will meet their need to practice new teaching methods used in other European schools in order to create interesting and productive lessons challenging and encouraging our weak learners. 3. Courses about teaching methodology for special needs students: our goal is to enrich teaching styles and resources and motivate teachers in keeping abreast of the best of European practices and updating their teaching models. 4. CLIL methodology courses for teachers who teach their subject in English as well as techniques that will help them deliver their subject content in English and suit their classroom context. Participants are expected to have at least an Intermediate level of English (B1+). 5. ESABAC methodology courses for teachers who teach their subject in French will help them deliver their subject content in French and suit their classroom context. Participants are expected to have an Intermediate level of French (B1+). 6. English and French language courses to get B1 or B2 levels or language refresh. Mobility activities will allow the staff to entirely feel united within a multicultural society, through their engagement and contacts with other school teachers in Europe.

Define the key areas of your organisation's activity that you would like to improve and explain how. For example, reflect on your plans to improve staff and management competences; teaching and training content, methods and tools; development of key competences and skills of staff and learners; development of sustainable cross-border cooperation; etc.

In our school language, methodology and interpersonal skills aimed to inclusion and complexity management need to be enhanced as well as project skills aimed to cross-border cooperation of our school in order to gain and consolidate European identity. Such improvement will be achieved as follows:

1. In-house training sessions will be held, where staff who have acquired new competences, knowledge and skill sets, will discuss and transmit competences so that all staff and consequently, the school as a whole will benefit. This in-house training will be on-going so that new staff members will also benefit.
2. Trained teachers will be included inside all working teams in order to promote cross-curricular activities and keep transnational dimension always alive.
3. The school will also promote a policy of shared teaching where teachers will move around the classes rather than stay in the one section.
4. Methodologies that have an intercultural approach will be implemented at school. This will include both formal lessons and a general intercultural outlook.
5. Learning support and special needs teaching will adopt and then adapt new strategies learned.
6. ICT skills will be utilised for future etwinning projects and international partnerships
7. European languages will be promoted and integrated to what Danilo Dolci has already been doing with language teaching and CLIL.
8. The school will issue a bulletin/newsletter where the steps of the mobility project will be published and shared within teachers, students and families. The bulletin/newsletter will also include description of dissemination and follow up activities and the results of introducing new teaching methodologies and tools during the classes.

Please define the objectives of this specific project: which of the identified needs, goals and key areas for improvement do you plan to target through activities described in this project proposal?

The specific project objectives are: 1. Learn and/or enhance language competences of teachers necessary to favour foreign students' inclusion, gaining a European dimension; 2. Improve language skills to empower CLIL and Esabac methodology, in a European dimension; 3. Update teaching methods using active/creative methodologies and ICT; 4. Gain a qualifying training and team work experience; 5. Promote a European identity culture in our school; 6. Improve administrative staff management and language competencies .

This is the reason why our school has to improve teachers' language skills and teaching practice and management work in order to face students and territory's needs. Improving areas refer to language, education and teaching that, to a large extent, is still set out in traditional features because some teachers are not ready to join a European dimension.

Taking into consideration students' frequent demands about language and new technology areas as well as communication we think that we need to offer our teachers new skills in these areas encouraging them to better communicate and overcome the traditional model of lectures using ICT.

In order to do this, our teachers should be trained in using active methodologies they will use during their classes, together with specific educational ICT and CLIL methodology.

Our foreign language teachers will also have the chance to refresh their teaching methods also through job shadowing practice.

If we consider both the presence of disabled students in our school and the constant engagement to include them among their classmates, we think that training activities should be offered in this area.

Training and updating courses will be basically important for teachers that will also work as mentors in work-learn experiences as it is now compulsory in our school curriculum.

Finally, due to the deep changes that Italian school has been facing, we need a continuous professional updating of management and organizing staff. We want to give managing and administrative staff the chance to face with experiences of other European school systems in order to deal with European dimension and quality system improvement.

For this reason we include administrative staff training in this project so that our school's management structure can become more effective, competent and professional. Attending courses to enhance foreign languages, managing skills, quality will represent in this way an important challenge for our staff.

What are the most relevant topics addressed by your project?

ICT - new technologies - digital competences

Pedagogy and didactics

Teaching and learning of foreign languages

## Project Management

How will you ensure good project management and quality of activities? Provide a general overview of your plans, including:

- What kind of cooperation and communication arrangements do you plan to set up with your hosting partners (for example, cooperation agreements or memoranda of understanding)?
- How do you plan to address practical and logistical matters related to the project activities (e.g. travel, accommodation, insurance, safety of participants, visa, social security, etc.)?

The team involved in this application is made up of teachers having different competencies and team work cooperation whose purpose is to use their specific skills for a successful project. Some of them have already planned previous KA1 and KA2 Erasmus +projects and all of them have at least an Intermediate English or French (B1+) level, others are English or CLIL/ESABAC teachers with more than B2 language proficiency. They have attended Erasmus + educational seminars organized by USR Sicilia and language and ITC courses at school financed by PON FSE. Moreover two of them have attended a workshop on educational avant-garde at "Isis Malignani" in Udine recently. A questionnaire about school needs filled in by teachers has revealed what weak learning- teaching areas in our school need to be improved and enhanced in order to strengthen our educational offering. Hence a range of mobilities have been identified i.e. number of courses and participants, range of subjects, geographical areas , schools or other hosting organisations. Through Etwinning, previous cross-border experiences, School Education Gateway platform, hosting organisations have been found basically responding to our needs. The mobility project will be managed by the project team . The learning agreement shall ensure an efficient preparation of the study period, the recognition of the study period abroad, and the commitment of the participant to reach the competence level agreed and the dissemination and follow up activities on the job after the mobility phase. As regards to practical and logistic aspects, our school project team will be concerned with both travel agreements, choosing among the best air fares and the search for accommodation. For the latter, local structures will be contacted to give information about homestays, campus or any other chosen accommodation in view of the best value of services and money. Mobility activity participants will be moreover covered by insurance as expected in their employment contract. The team project will be in charge of participants preparation activities before departure, guarantee remote assistance and support and finally coordinate dissemination outcomes of the project.

Erasmus+ provides a number of online platforms with useful information and tools for organisations active in education and training, including eTwinning, School Education Gateway, EPAL (Electronic Platform for Adult Learning in Europe), and the Erasmus+ Project Results Platform. If relevant for your organisation's field of activity, have you used or do you plan to use any of these platforms for preparation, implementation or follow-up of your project? If yes, please describe how.

Etwinning and School Education Gateway platforms have been useful tools for courses and partners research. Therefore our school will continue to use them during the project implementation. Text messages, emails, phone calls, skype calls and social networks will be used in order to cooperate and communicate either with our new colleagues, hosting partners or the ones known during the previous project implementations or personal acquaintance.

## Activities

### List of Activities

Please choose the types of activities you would like to implement in your project. Once you have selected the activities you want, please fill in the table below. To submit a valid application, you need to request at least one activity from this list.

ID	Activity	Total number of Participants	Average duration per Participant (days)	Total number of Accompanying Persons	Requested Grant
A1	Job Shadowing	6	14	0	11.228,00 EUR
A2	Structured Courses/Training Events	27	14	0	71.941,00 EUR
<b>Total</b>		<b>33</b>	<b>14</b>	<b>0</b>	<b>83.169,00 EUR</b>

Please note that the average duration is based on the duration requested for individual support in the details of particular activity.

## Job Shadowing Activity

Please provide an estimate of the number of participants that will take part in this type of activities. All participants that will receive Individual Support or Travel grant from Erasmus+ should be included in the "Number of Participants requiring a grant".

In case you plan to include additional participants in the project, who will receive travel and individual support funding from a different source, you may specify them as "Participants not requiring a grant". Your organisation can receive organisational support for these participants if their mobility is organised under the same conditions as for other project participants and is eventually reported in the project's final report.

Finally, please consider that accompanying persons (e.g. assistants of persons with special needs or adults accompanying minors) are not considered to be participating in learning activities and are specified in a separate section below. Please do not include them when introducing figures in this section.

Number of participants requiring a grant

6

Number of participants not requiring a grant

0

Total number of participants

6

## Budget

Please fill in the following sections to create an estimated individual support and travel budget for this type of activities.

During project implementation estimated budget for specific activities and categories of costs, as well as the number of participants and average duration may be adjusted. However, the total budget requested for the project may not be increased at a later stage.



## Individual Support

Please estimate the duration of stay for participants requiring an individual support grant to calculate the requested grant.

The requested grant is estimated based on the average duration and number of participants. To a certain extent, the actual number of participants and duration of activities may change during the implementation of the project. At the end of the project, its results will be evaluated by experts based on the target figures set here and the project's overall objectives.

The grant is calculated based on daily rates for three groups of countries as specified in the Programme Guide:

**Group 1:** Denmark, Finland, Iceland, Ireland, Liechtenstein, Luxembourg, Norway, Sweden, United Kingdom

**Group 2:** Austria, Belgium, Cyprus, France, Germany, Greece, Italy, Malta, Netherlands, Portugal, Spain

**Group 3:** Bulgaria, Croatia, Czech Republic, Estonia, North Macedonia, Hungary, Latvia, Lithuania, Poland, Romania, Serbia, Slovakia, Slovenia, Turkey

Please take into account that you may request additional individual support for up to one travel day before and after the activity. In case you plan to request funds for this purpose, include the additional travel days in your estimated average duration.

Country group	Number of participants	Average Duration per Participant (days)	Total duration (days)	Daily Grant rate	Estimated Grant
Group 1 Countries	2	14	28	126,00 EUR (88,00 EUR)	3.528,00 EUR
Group 2 Countries	2	14	28	112,00 EUR (78,00 EUR)	3.136,00 EUR
Group 3 Countries	2	14	28	98,00 EUR (69,00 EUR)	2.744,00 EUR
<b>Total</b>	<b>6</b>	<b>14</b>	<b>84</b>		<b>9.408,00 EUR</b>

Request individual support for accompanying persons

No

## Travel

Please estimate the number of persons requiring a travel grant, including both participants and accompanying persons.

To estimate the distances between places, please use the European Commission's distance calculator:  
[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

Band	Distance	Number of persons	Grant per person	Estimated grant
1	10 - 99 km	0	0,00 EUR	0,00 EUR
2	100 - 499 km	0	0,00 EUR	0,00 EUR
3	500 - 1999 km	4	275,00 EUR	1.100,00 EUR
4	2000 - 2999 km	2	360,00 EUR	720,00 EUR
5	3000 - 3999 km	0	0,00 EUR	0,00 EUR
6	4000 - 7999 km	0	0,00 EUR	0,00 EUR
7	8000 km or more	0	0,00 EUR	0,00 EUR
<b>Total</b>		<b>6</b>		<b>1.820,00 EUR</b>

Request exceptional costs for expensive travel

No

## Budget Summary

Budget Items	Estimated Grant
Individual Support	9.408,00 EUR
Travel	1.820,00 EUR
<b>Total Grant</b>	<b>11.228,00 EUR</b>

## Structured Courses/Training Events Activity

Please provide an estimate of the number of participants that will take part in this type of activities. All participants that will receive Individual Support or Travel grant from Erasmus+ should be included in the "Number of Participants requiring a grant".

In case you plan to include additional participants in the project, who will receive travel and individual support funding from a different source, you may specify them as "Participants not requiring a grant". Your organisation can receive organisational support for these participants if their mobility is organised under the same conditions as for other project participants and is eventually reported in the project's final report.

Finally, please consider that accompanying persons (e.g. assistants of persons with special needs or adults accompanying minors) are not considered to be participating in learning activities and are specified in a separate section below. Please do not include them when introducing figures in this section.

Number of participants requiring a grant

27

Number of participants not requiring a grant

0

Total number of participants

27



## Budget

Please fill in the following sections to create an estimated individual support and travel budget for this type of activities.

During project implementation estimated budget for specific activities and categories of costs, as well as the number of participants and average duration may be adjusted. However, the total budget requested for the project may not be increased at a later stage.

## Individual Support

Please estimate the duration of stay for participants requiring an individual support grant to calculate the requested grant.

The requested grant is estimated based on the average duration and number of participants. To a certain extent, the actual number of participants and duration of activities may change during the implementation of the project. At the end of the project, its results will be evaluated by experts based on the target figures set here and the project's overall objectives.

The grant is calculated based on daily rates for three groups of countries as specified in the Programme Guide:

**Group 1:** Denmark, Finland, Iceland, Ireland, Liechtenstein, Luxembourg, Norway, Sweden, United Kingdom

**Group 2:** Austria, Belgium, Cyprus, France, Germany, Greece, Italy, Malta, Netherlands, Portugal, Spain

**Group 3:** Bulgaria, Croatia, Czech Republic, Estonia, North Macedonia, Hungary, Latvia, Lithuania, Poland, Romania, Serbia, Slovakia, Slovenia, Turkey

Please take into account that you may request additional individual support for up to one travel day before and after the activity. In case you plan to request funds for this purpose, include the additional travel days in your estimated average duration.

Country group	Number of participants	Average Duration per Participant (days)	Total duration (days)	Daily Grant rate	Estimated Grant
Group 1 Countries	15	14	210	126,00 EUR (88,00 EUR)	26.460,00 EUR
Group 2 Countries	12	14	168	112,00 EUR (78,00 EUR)	18.816,00 EUR
Group 3 Countries	0	0	0	0,00 EUR (0,00 EUR)	0,00 EUR
<b>Total</b>	<b>27</b>	<b>14</b>	<b>378</b>		<b>45.276,00 EUR</b>

Request individual support for accompanying persons

No

## Travel

Please estimate the number of persons requiring a travel grant, including both participants and accompanying persons.

To estimate the distances between places, please use the European Commission's distance calculator:  
[https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en)

Band	Distance	Number of persons	Grant per person	Estimated grant
1	10 - 99 km	0	0,00 EUR	0,00 EUR
2	100 - 499 km	0	0,00 EUR	0,00 EUR
3	500 - 1999 km	23	275,00 EUR	6.325,00 EUR
4	2000 - 2999 km	4	360,00 EUR	1.440,00 EUR
5	3000 - 3999 km	0	0,00 EUR	0,00 EUR
6	4000 - 7999 km	0	0,00 EUR	0,00 EUR
7	8000 km or more	0	0,00 EUR	0,00 EUR
<b>Total</b>		<b>27</b>		<b>7.765,00 EUR</b>

Request exceptional costs for expensive travel

No

## Course Fees

Please specify the number of participants whose course fees will be covered by the project and estimate the average duration of their courses to estimate the required grant.

<b>Number of Participants</b>	<b>Average Duration (days)</b>	<b>Total duration (days)</b>	<b>Daily Grant rate</b>	<b>Estimated Grant</b>
27	12	324	70,00 EUR	18.900,00 EUR



## Budget Summary

Budget Items	Estimated Grant
Individual Support	45.276,00 EUR
Travel	7.765,00 EUR
Course Fees	18.900,00 EUR
<b>Total Grant</b>	<b>71.941,00 EUR</b>

## Organisational Support

Organisational support grant covers costs directly linked to the implementation of mobility activities that are not covered through specific grants for travel, individual support, course fees and special costs. For example, organisational support grant can be used to cover expenses for preparation, monitoring and support of participants, for setting up and administering mechanisms for recognition of participants' learning outcomes, for organising dissemination activities, etc. The grant for organisational support is calculated based on the number of participants in the project: 350 EUR per participant up to the 100th participant, and 200 EUR for each additional participant beyond that. Organisational support is not provided for accompanying persons.

Number of Participants	Estimated Grant
33	11.550,00 EUR

## Activities Description

When answering the following questions, please make sure to include information about each type of activities you plan to organise. The available types of activities are: structured courses or training events abroad, teaching assignments, and job shadowing.

Please provide a summary of staff mobility activities you plan to organise, including the content these activities should cover and an estimated timing when the different activities will take place.

Phases of the project:

1ST-3RD MONTHS: Organizing activities. Project team will take care of mobility staff task preparation and related selection procedure; establishment of an assessment commission for candidates selection; identification of teachers' contact/mentor that will deal with specific parts of the project and other members of the managing staff; forms preparation to monitor training structured activities, setting up of agreements with foreign training bodies where participants' training activities will take place, contacts with local facilities for accommodation booking.

4TH MONTH : language and topic preparation courses for the mobility staff if necessary.

5TH-13TH MONTHS: training activity abroad: the selected staff will leave in groups of 6, as some training activities will place during the school year and they will have to be replaced in their classes. This way teaching and organizing activities of our school will not suffer their lack.

14TH AND 15TH MONTHS: follow up teaching activities done by the trained teachers who will test in their classes the competencies achieved

16TH-18TH MONTHS: evaluation of outcomes as follows: learning results in lessons done with new methodologies, number of CLIL, Esabac and new methodology lessons offered in the school; management procedures changed.

19TH-24TH MONTHS: dissemination activities in our school and outside it.

Mobilities chosen to get expected results are:

1. Creative/Active methodology courses for teachers including ICT.

BACKGROUND AND NEEDS: 60% of the teachers have been tenured in our school for at least fifteen years. In fact they know the territory trends and issues quite well, its economic difficulties and social and cultural disadvantages that slow down teaching activity. On the other hand, a part of teachers attended professional updating courses, especially concerning new teaching methodologies. Nevertheless many new tools and methodologies are now available in the education field, that ask teachers to further enhance their competency. Moreover, although some of them have updated their ITC competences in the last years, many teachers still use quite obsolete methods during their classes, still based on a traditional lecture-style education. That's why they need to experience a European dimension that will open them new horizons and provide new theoretical pedagogic bases and concrete tools to use inside the classroom. Teachers are expected to utilise ICT tools to access up-to-date resources and collaborative tools on the web and develop new teaching strategies able to more effectively involve students.

2. Job shadowing experience abroad for language and other subjects teachers as well as management staff.

BACKGROUND AND NEEDS: Since Liceo Danilo Dolci is a Language school our English ,French and Clil teachers need to continuously refresh language and up-to-date teaching methods in order to create interesting and productive lessons encouraging and motivating the learners. Job shadowing experience will be good mostly to share good practices about learning teaching methods used by teachers of other European schools.

3. Courses about teaching methodology for special needs students.

BACKGROUND AND NEEDS: many disabled and special needs students (70 students) attend our classes; therefore we need to enrich teaching styles and resources to motivate teachers in involving these students with the whole students group, tailoring their learning path.

4 CLIL methodology courses for teachers who teach their subject in English.

5. CLIL/ ESABAC methodology courses for teachers who teach their subject in French.

BACKGROUND AND NEEDS: Liceo Danilo Dolci has tried in the last few years to ensure CLIL teaching as much as possible in its classes and has started an Esabac course; many teachers have been language trained and a less number have been trained and certificated concerning the methodology.

6. English and French language courses to improve language proficiency

BACKGROUND AND NEEDS: as Liceo Danilo Dolci has increased its language courses in the last few years it needs a trained staff with a minimum B1 language proficiency in order to tackle paths about CLIL methodology and Esabac diploma, creating interesting and productive lessons encouraging and motivating the learners.

For all the staff involved, mobility activities will satisfy the need for recognition of multiculturalism as they will develop and promote a European dimension to the school where engagement and contacts with other school teachers in Europe will give it the awareness to be united in diversity. The use of eTwinning and other tools will broaden and multiply the effect of mobility activities.

How are the proposed activities going to help address the needs and achieve the goals described in your European Development Plan? In particular, please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?

Our school aim is to introduce new teaching strategies in all classes promoting a teaching learning that replaces the traditional one in order to motivate students who will feel aware of their own educational path. Moreover European Union dimension and any cultural exchange that may reinforce European will be treated, so that any student can be proud to belong to a community rooted in European culture and identity.

1. In-house training sessions will be held, where staff who have acquired new competences, knowledge and skill sets, will discuss and transmit competences so that all staff and consequently, the school as a whole will benefit. This in-house training will be on-going so that new staff members will also benefit.
2. Trained teachers will be included inside all working teams in order to promote cross-curricular activities and keep transnational dimension always alive.
3. The school will also promote a policy of shared teaching where teachers will move around the classes rather than stay in the one section.
4. Methodologies that have an intercultural approach will be implemented at school. This will include both formal lessons and a general intercultural outlook.
5. Learning support and special needs teaching will adopt and then adapt new strategies learned.
6. ICT skills will be used also for future etwinning projects and international partnerships
7. European languages will be promoted and integrated to what Danilo Dolci has already been doing with language teaching and CLIL.
8. The school will issue a bulletin/newsletter where the steps of the mobility project will be published and shared within teachers, students and families. The bulletin/newsletter will also include description of dissemination and follow up activities and the results of introducing new teaching methodologies and tools during the classes.

Please describe your plans in terms of potential destination countries and hosting partners.

- Describe what will be the contribution of the hosting partners you have already identified and why they are a suitable choice to be the hosting organisations.
- If you have not yet identified all of your hosting partners, explain how you plan to find suitable host organisations for the mobilities you propose to organise. Please refer to any existing contacts or partnerships that will enable you to successfully find hosts in other countries.

Creative methodology, ICT, CLIL/Esabac courses have been chosen taking into consideration training offers of hosting organizations we found in the catalogue and those we worked with previously that can meet our needs. Most of these courses will take place during the school year of hosting organizations since courses we have chosen and those we will choose have to provide field activities in schools for a direct observation. The courses identified will take place in the following countries: the Netherlands, Portugal, Spain, Greece, France, Belgium, the UK and Ireland.

As regards job shadowing, some teachers have chosen schools where teachers they met in previous Erasmus+ projects work. Other schools have been found through e-twinning and inside school education gateway catalogue. These mobilities will obviously take place during school year activity and will take place in Poland, Finland and Spain.

Language courses instead will take place mainly in summer or when there is no teaching activity and in the native countries where the language teachers have chosen is spoken. So English courses will take place in Ireland and/or the UK, French courses will take in France and/or Belgium, thus knowing the area will also enrich language learning.

They all will be two week courses since in the preceding experience they have been more useful than one week courses.

## Participants

When answering the following questions, please make sure to include information about participants in each type of activities you plan to organise. The available types of activities are: structured courses or training events abroad, teaching assignments, and job shadowing.

## Participants' Profile

Please describe the profile, background and needs of the participants you plan to involve in mobility activities and explain why you have decided to involve them. If relevant, describe the selection process you plan to use to identify the exact persons who will be supported by the project.

As regards to the participants selection for all the activities we want to create a commission, chaired by the School Headmaster, that will consider the following criteria:

1. Commitment to manage dissemination and follow up activities for the colleagues in our school and in further schools of the district
2. Commitment to try new lesson strategies in the classes and to analyse and share the results obtained
3. Commitment to collaborate to the project bulletin/newsletter during the mobility and during the dissemination and follow up phases as well.
4. Language proficiency in English or French
5. Recording into etwinning platform and commitment to start further transnational teaching activities.
6. Selection of participants by comparing curricula and being aware of the different subjects they teach for a better impact on the different school Subject Division.

## Staff

Participant profile	Total number of participants	Out of which:	
		Non-teaching staff	With special needs
Structured Courses/Training Events	27	2	0
Job Shadowing	6	0	0
<b>Total</b>	<b>33</b>	<b>2</b>	<b>0</b>

## Preparation, Monitoring and Support

What kind of preparation do you plan to offer to participants in mobility activities (e.g. task-related or intercultural training, linguistic support, risk-prevention etc.) and how do you plan to provide it (i.e. who will be delivering the training and in what form, the approximate timing when it will take place etc.)?

Liceo Danilo Dolci will plan and organize preparation to participants as follows:

1ST-3RD MONTHS: Organizing activities. Mobility staff task preparation and related selection procedure cared by the project team; establishment of an assessment commission for candidates selection; identification of teachers' contacts/mentors that will deal with specific parts of the project and other members of the managing staff; forms preparation to monitor training structured activities, setting up of agreements with foreign training bodies where participants' training activities will take place, contacts with local facilities for accommodation booking).

4TH MONTH: language and topic preparation courses for the mobility staff, if necessary.

5TH-13TH MONTHS: training activity abroad: the selected staff will leave in groups of 4- 6, as some training activities, such as job shadowing, will take place during the school year and they will have to be replaced in their classes. This way teaching and organizing activities of our school will not suffer their lack.

14TH AND 15TH MONTHS: follow up teaching activities done by the trained teachers who will test in their classes the competencies achieved.

16TH-18TH MONTHS: evaluation of outcomes as follows: learning results in classes done with new methodologies, number of CLIL, Esabac and new methodologies classes offered in the school; management procedures changed.

19th-24TH MONTHS: dissemination activities in our institution and outside.

What kind of monitoring, mentoring or similar arrangements do you plan to put in place to track the participants' progress and support them during the mobility activities?

Liceo Danilo Dolci will offer preparation to participants before the mobility phase. The preparation will be organized as follows: 1) task related preparation with the purpose of making the participant aware of the contents of the course he/she will attend, in order to achieve the best competence proficiency possible; the participants, divided into coherent task groups, will attend seminars held by expert teachers of the Liceo Danilo Dolci or coming from other schools or from the University. ) The project team will analyse which linguistic competencies each participant to mobility have through the pieces of information they gave in order to address them to attend suitable courses to their starting level. As regards to practical and logistic aspects, project team of our school will be concerned with both travel agreements, choosing among the best air fares and the search for accommodation. For the latter, local structures will be contacted to give information about homestays, campus or any other chosen accommodation in view of the best value of services and money.

Mobility activity participants will be moreover covered by insurance as expected in their employment contract.

The project team that has already experienced previous Erasmus+ projects will be in charge of participants preparation activities before departure, guarantee remote assistance and support and finally coordinate dissemination outcomes of the project.

## Learning Outcomes

What kind of learning outcomes do you expect participants to acquire? How are these outcomes going to be assessed?

1. Creative/Active methodology courses for teachers included ICT.

KNOWLEDGE: theoretical aspects of active/creative pedagogy; role of ICT in contemporary education; assessment theories and ICT.

SKILLS: using tools involved in methodologies like Cooperative Learning, Peer to Peer, Brainstorming, Role Play, Learning by Doing, Flipped Classroom, Byod. Communication skills and ICT; creating teaching and assessment materials;

COMPETENCIES: planning and teaching not-lecture-style lessons. Learner management systems and traditional teaching; dealing with copyright and resources on the web; ICT as collaborative field with colleagues.

2. Jobshadowing for teachers and for school managers and administratives.

KNOWLEDGE: Improving language competence; planning school partnership in an European dimension, European education systems; know up-to-date language teaching methods, theoretical basis of active methodologies, literature and language teaching.

SKILLS: Classroom management tools, lesson planning, Cooperative learning; managing quality system issues; managing European networks;

COMPETENCIES: comparison between different education and management systems.

3. Courses about teaching methodology for special needs students

KNOWLEDGE: what are special needs; theoretical bases for tailored teaching for special needs students; their relationship with the peers; teacher, students and families relationship; methodology and special tools;

SKILLS: using specific teaching tools; dealing with special needs in the integrated classroom;

COMPETENCIES: lesson planning; assessment; communicating in the integrated classroom.

4. CLIL methodology courses for teachers who teach their subject in English.

5. ESABAC/CLIL methodology courses for teachers who teach their subject in French

KNOWLEDGE: theoretical bases of CLIL methodology; CLIL assessment; content and language integration in the Italian school system; CLIL and benefits for language learning and multiculturalism; how to use foreign language in the classroom; other European education systems; language improvement;

SKILLS: scaffolding and lesson planning; classroom technique; assessment tools and methods; CLIL resources for lesson planning; language tools for class managing; speaking and communication skills.

COMPETENCIES: subject teaching in a foreign language as a multiplier for language teaching; team building between subject and language teachers; dealing with time and content curriculum; CLIL assessment;

6. English and French language courses

KNOWLEDGE: improving language competence; understanding quality issues; planning school partnership in an European dimension, European education systems;

SKILLS: managing European networks; use of languages for teaching purposes (Etwinning, electronic twinning CLIL/Esabac methodology)

COMPETENCIES: become more interculturally aware; work in an European perspective; be more competent in English and French as communication tools; improved language fluency in the classroom.

The Erasmus+ Programme promotes the use of instruments and certificates like Europass to validate the learning outcomes acquired by the participants during their experiences abroad. Will your project make use of such European instruments/certificates? If yes, please specify which instruments will be used and how.

Europass Mobility Document





## Special Costs

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

## Special Needs Support

ID	No of Participants	Description and Justification	Requested Grant (EUR)
<b>Total</b>			<b>0,00 EUR</b>

## Exceptional Costs

ID	Description and Justification	Requested Grant (EUR)
<b>Total</b>		<b>0,00 EUR</b>

## Follow-Up

What impact do you expect this project to have on your organisation(s)? Please explain how the proposed activities will help address the objectives you have set for this project in relation to your European Development Plan.

We expect that the project will have a remarkable impact on our institution thanks to sustainable and positive changes our school will tackle in the future.

- 1) less lecture-style teaching and increased number of active methodology classes
  - 2) improved students' performances as a result of point 1)
  - 3) increased number of CLIL and Esabac teachers and improved foreign language teaching in the school
  - 4) better students' performance in foreign languages as a result of point 3)
  - 5) special needs teachers able to involve special needs students in new learning activities
  - 6) a wider view on European dimension by teachers (eTwinning projects; to be ready to work for further European projects etc.)
  - 7) an increased motivation towards European dimension by management and administrative staff.
  - 8) increased language competences will help teachers to better communicate with foreign students
  - 9) improved students' performances as a result of point 8.
- The project team will benefit of better experience

What benefits do you expect your project will have for your local community and the wider public?

Different forms of communication about the projects and the results reached will be used, in order to share the project impact within our school among teachers, students and family and with other local, regional and national schools. School meetings will be organized to inform other schools of the territory of our school European experience. Teachers who have experienced training abroad will involve their course colleagues and plan an updated course

Through our website, that's already used by our teachers, family and students as a important knowledge tool, we're going to promote the open access to lesson plans, documents and media for learning and teaching in a different way.

The website will contain any other material produced by projects funded by the Programme such as photos, CDs, videos etc. Power points and graphics will be used for our Teachers Council to keep all colleagues informed about the project steps. Graphics and articles will be published on our students' magazine.

How are you going to evaluate if the project's objectives have been met?

We want to measure the impact the project will have on teachers' updating teaching methods, on participants' curricula, on school organization, on students' learning attitudes.

The measures for monitoring and evaluating the outcomes of the project will also take into account non measurable achievements in terms of better and more professional relationships and added value to teaching-learning processes.

The outcomes of the project will be monitored and assessed through:

1. Changes in the teaching methods compared to previously teaching methods used: number of classes led with lecture-style methodologies will be measured before and after the project;
2. Students' performances will be measured before and after the project, with reference to the classes of teachers who take part in the mobility;
3. Teaching methods with special needs students will be observed before and after the mobility;
4. Administrative staff availability to european projects will be measured before and after the mobility;
5. Number of teachers using ICT during their classes will be measured before and after the mobility;
6. Checking if participants have successfully completed all the project phases: we will especially pay attention to follow-up and dissemination phases and to the role played in these phases by the teachers who took part in the mobility;
7. Analysis and recording of what has worked;
8. Analysis and recording of what has not worked in the implementation of the project;
9. Identification of the factors that have led to success;
10. Identification of the main obstacles to success;
11. Final report with focus on improvements for future transnational projects;
12. A language assessment will be carried out before the mobility initiative and another one after the experience abroad for the non-language teachers to be involved in CLIL-Esabac teaching;
13. The achievements of Europass certificates will be measured.

How will you make the results of your project known inside and outside your organisation(s)? Who are the main target groups you would like to share your results with?

All the participant to the mobility project will report on a specific bulletin/newsletter that will be issued during the project and in the dissemination and follow up phases.  
Leaflets will be used during our Orientation activities , during our Open Days and during the student- teacher- and parent meetings.  
Written reports will be included in our PTOF.  
We'll get our project results into the local press (with which we are in touch for all the other school activities) , as a good tool for advertising our project results.  
A seminar for each mobility activity (6 seminars) will be held, targeted to teachers, school headmasters and administrative staff of our district. The topics will be the following: Lecture style vs active classes; CLIL teaching for language proficiency and european citizenship; Special needs students and new teaching methodologies; Teaching foreign literature involving students; ICT support for a more effective teaching; Management and administration and an european dimension ready school.

## Budget Summary

### Project Budget Summary

Budget Items	Estimated Grant
Travel	9.585,00 EUR
Individual Support	54.684,00 EUR
Organisational Support	11.550,00 EUR
Course Fees	18.900,00 EUR
<b>Total Grant</b>	<b>94.719,00 EUR</b>



## Budget Summary per Activity Type

Activity Type	Travel	Exceptional Costs for Expensive Travel	Individual Support	Course Fees	Total Grant
Job Shadowing	1.820,00 EUR	0,00 EUR	9.408,00 EUR	0,00 EUR	11.228,00 EUR
Structured Courses/Training Events	7.765,00 EUR	0,00 EUR	45.276,00 EUR	18.900,00 EUR	71.941,00 EUR
	<b>9.585,00 EUR</b>	<b>0,00 EUR</b>	<b>54.684,00 EUR</b>	<b>18.900,00 EUR</b>	<b>94.719,00 EUR</b>

## Project Summary

### Summary

Please provide a short summary of your project. This section or part of it may be used by the European Commission, Executive Agency or National Agencies in their publications. In case your project is awarded, the summary will be published in the Erasmus+ Project Results Platform.

Please use full sentences, be concise and clear. The summary should reflect key information from the whole application form, including at least the following elements: context of the project; project's objectives; number and profile of participants; description of planned activities; a short description of the expected results, and the potential longer-term benefits.

Our school is entitled to Danilo Dolci, a sociologist from Trieste who came to Sicily to fight for workers and humble's rights. It's a High School of Language and Human Sciences (Liceo Linguistico e delle Scienze Umane) lying in one of the poorest outskirts in Palermo called Brancaccio, with a high rate of widespread illegality. It consists of a series of buildings confiscated from mafia in 1990s that host 1114 who belong to middle- low classes, which include a large number of unemployed parents or single-income families, or even one parent families. Our school has represented for many years not only a cultural and recreative centre but also the most important presence of the State and of cultural Institutions. So in this territory ( historically dominated by the violence of mafia) it's a winning factor, since it grows citizens confident about State, education and citizenship . In the last few years this area has attracted students of different Cultures ,and with special needs or economical disadvantage. That's why, first of all, School aims are integration and inclusion with the goal to overcome physical, historical and cultural bounds to better define our European identity favouring tolerance and respecting diversity . Consequently, teachers need to learn and/or improve new teaching methods (including Clil and Esabac Methodologies) to experience a European dimension and empower students motivation towards their future as citizens. Secondly, another important aim is give teachers cross -curricular and cross boarder training (crucial to get language and interpersonal competencies) to make the transnational dimension a firmly and deeply rooted plan of our school.

Moreover, nowadays it's fundamenta to get language and methodology skills as well as enhance them and try the most recent educational avant-garde in order to reduce school- drop out and irregular attendance and to motivate our students, rising their curiosity and interest in studying. and to improve also teaching to special needs students.

Finally, if we consider the specific project objectives ( 1. Learn and/or enhance language competences of teachers necessary to favour foreign students' inclusion and gain a European dimension; 2. Improve language skills to empower Clil and Esabac methodology, 3. Update teaching methods using active/creative methodologies and ICT; 4. Gain a qualifying training and team work experience; Promote a European identity culture in our school; ) the 33 participants selected through a needs survey questionnaire, are expected to attend courses in European countries. They are:

- Teachers who need to attend creative/active methodology courses like Cooperative Learning, Peer to Peer, Role Play, CaseStudy, Problem based Learning, Digital Storytelling, Flipped classroom, Byod, in order to overcome outdated methods during their class;
- foreign language teachers that need to attend enhanced language and methodology courses with the purpose of creating more interesting and productive lessons;
- Teachers who would like to do Job -shadowing to learn new aspects related to their job and to share and to gain a better understanding of their role, observing other European colleagues and sharing with them expriencs and good paractises.
- teachers who need to enrich teaching styles that could involve disabled and special needs students;
- teachers having a B1 level of English or French who want to teach their subject in the former or the latter and need to attend CLIL methodology courses to be trained and certificated;
- teachers who need courses tailored to be equipped with the current ICT knowledge and skills, useful to more effectively involve students;



## Summary of Participating Organisations

Name of the Organisation (Organisation ID)	Country of the Organisation	Role of Organisation	Type of the Organisation
Liceo delle Scienze Umane e Linguistico "Danilo Dolci" E10224760	Italy	Applicant Organisation	School/Institute/Educational centre – Vocational Training (secondary level)
IX Liceum Ogólnokształcące E10033067	Poland	Hosting Partner Organisation	School/Institute/Educational centre – General education (secondary level)



## Annexes

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

The maximum number of all attachments is 10.

In case of mandates are required the maximum number of all attachments is 100.

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

File Name	File Size (kB)
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Please download the Mandates, print them, have them signed by the legal representatives and attach.

File Name	File Size (kB)
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Please attach any other relevant documents.

If you have any additional questions, please contact your National Agency. You can find their contact details

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

File Name	File Size (kB)
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<b>Total Size (kB)</b>	<b>0</b>
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## Checklist

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

- It fulfils the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established.

Currently selected NA is:

IT02 Agenzia Nazionale Erasmus+ - INDIRE

### Please also keep in mind the following:

The documents proving the legal status of the applicant must be uploaded in the Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - "Information for applicants").

The requested grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents proving your financial capacity in the Erasmus and European Solidarity Corps platform (for more details, see the section 'Selection Criteria' in Part C of the Programme Guide).

### Data Protection Notice

#### PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU 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. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

For the full description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form. [http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-efoms-privacy\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-efoms-privacy_en.htm)

- I agree with the Data Protection Notice

## Submission History

If you have submitted more than one version of your application form, you can use this section to keep track of your work.