

Context

Main objective of the project	Exchange of Good Practices
Project Title	Helping and Learning Without Borders
Project Acronym	
Project Start Date (yyyy-mm-dd)	2020-12-01
Project Total Duration	24 months
Project End Date (yyyy-mm-dd)	2022-11-30
National Agency of the Applicant Organisation	PL01 Foundation for the Development of the Education System
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>

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+ Project Results 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. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results 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.

"Helping and Learning Without Borders" is a two-year project inspired by a "Learning To Learn" training (funded under Erasmus+ KA101 project) and created in cooperation between six secondary schools from six countries: Poland, Finland, Spain, Italy, Greece and Portugal. Its aim is to answer a growing global desire to find out what we need to change in our educational systems to make the difference; the difference between producing pupils who simply pass or fail exams and producing independent lifelong learners who can thrive in the fast moving, knowledge based economy of the 21st century. With this project and its focus on Personal Learning and Thinking Skills and volunteering we want to give our schools an opportunity to redress the imbalance between the content driven testing culture we now have and a creative, active approach to learning. Thanks to the project, the involved schools will learn how to help young people to become better learners, both in school and out by cultivating habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently, and creatively.

We want to do it mainly by:

- exploring and introducing Personal Learning and Thinking Skills framework to our schools,
- using innovative methodologies based on the latest discoveries in neuroscience: Project Based Learning and Cooperative Learning, while working on the topics of the environment protection,
- involving our students into voluntary service.

Every participant school will engage all the students willing to participate (at least 18) aged 15-18 and at least 3 teachers to help with the realization of the project. These teachers and pupils will take part in all kinds of events and activities that will be prepared at hosting schools for the local community and the participants from other countries. They will be involved in updating the eTwinning Twinspace, blogging and managing the YouTube channel, festivals, charity actions, handcraft workshops and markets, forestation, art galleries, creating the Project Eco-Bag, preparing and disseminating the PLTS posters, volunteering. At least 18 student participants and 3-5 teachers from each school will take part in mobilities abroad and will get involved in project activities in a partner school.

We will set a volunteer pupils group in each partner school and they will serve a regular voluntary community service during the project.

We will create Learning Communities in our schools - all participating teachers will position themselves as part of the learning community, not as the expert in the room, they will share their knowledge and skills with other teachers through open door approach, during their lessons, they will describe and reflect on their thinking and learning and use language that supports learners (Learnish). They will focus as much on the process of learning as the content and allow students to lead. Each country will choose one area to explore from the PLTS framework: independent enquirers, creative thinkers, reflective learners, team workers, self managers or effective participators. The project participants will learn what all the areas mean practically and then become the ambassadors of Learning To Learn approach in their schools.

In our project we want to concentrate on three main aspects: water, earth and air as the key elements in our environment, and then we want to deal with ways to protect it. As these aspects are part of the curriculum they will be dealt with in school lessons, with particular focus on the development of critical and cause and effect thinking. At our LTTA meetings we will work together with our partners on these issues with the use of Project Based Learning and Cooperative Learning approach.

We will open the project's YouTube channel and blog related to Helping, Learning to Learn, Environment Protection and Healthy life. We will use it to promote learning for life, active citizenship, pro-environmental attitudes and behaviour, and volunteering.

In the long-term, we expect the project to have the following impacts on all the present and future STUDENTS:

- Better emotional and social wellbeing
- Development of Learning To Learn competence
- Considerable increase in Key competences, social skills, sense of initiative and entrepreneurship
- A big improvement of linguistic skills,
- Enjoying maths and science
- A bigger awareness of global and environmental issues and the influence we have on our planet
- Improvements on the sense of solidarity, cooperation, team spirit, communication skills
- Gaining Volunteering work spirit

This all will make them well-equipped to deal with the complex demands of 21st century living and working.

The project will reduce the early-school leaving. The teachers will adapt the style of teaching to the changing world and will feel less lonely in their classrooms thanks to being a part of the Professional Learning Community.

Please provide a translation in English. This summary will be publicly available in case your project is awarded.

Participating Organisations

Applicant Organisation

Organisation ID	Legal Name	Country
E10033067	IX Liceum Ogólnokształcące	Poland

Partner Organisations

Organisation ID	Legal Name	Country
E10061070	Mäntsälän lukio	Finland
E10159718	5th General Lyceum of Thessaloniki	Greece
E10224760	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"	Italy
E10139610	IES CAYETANO SEMPERE	Spain
E10084271	Escola Secundária Jaime Moniz	Portugal

Budget Summary

This section summarises the budget you have requested and provides a breakdown per participating school. In case your project is approved, each of the participating schools will be offered a separate contract with their own budget.

Note on budget capping: According to the Programme Guide, the project budget for School Exchange Partnerships is limited to 16 500 EUR per school and per year of project duration (Special Needs Support and Exceptional Costs for Expensive Travel do not count for this cap). For your project, the current budget cap is 198,000 EUR. Please note that this cap applies to the partnership as a whole, while there is no limitation on how these funds can be divided between the schools participating in the project.

Project Budget Summary

Budget items	Grant
Project Management and Implementation	42.000,00 EUR
Learning, Teaching Training Activities	153.278,00 EUR
Total Grant	195.278,00 EUR

Learning, Teaching, Training Activities

Id	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Short-term exchanges of groups of pupils	13.740,00 EUR	0,00 EUR	14.728,00 EUR	0,00 EUR	28.468,00 EUR
C2	Short-term exchanges of groups of pupils	9.995,00 EUR	0,00 EUR	14.728,00 EUR	0,00 EUR	24.723,00 EUR
C3	Short-term exchanges of groups of pupils	8.720,00 EUR	0,00 EUR	14.728,00 EUR	0,00 EUR	23.448,00 EUR
C4	Short-term exchanges of groups of pupils	9.995,00 EUR	0,00 EUR	14.728,00 EUR	0,00 EUR	24.723,00 EUR
C5	Short-term exchanges of groups of pupils	12.720,00 EUR	0,00 EUR	14.728,00 EUR	0,00 EUR	27.448,00 EUR
C6	Short-term exchanges of groups of pupils	9.740,00 EUR	0,00 EUR	14.728,00 EUR	0,00 EUR	24.468,00 EUR
Total Grant		64.910,00 EUR	0,00 EUR	88.368,00 EUR	0,00 EUR	153.278,00 EUR

Budget per Organisation

Organisation	Country of Organisation	Grant
IX Liceum Ogólnokształcące	Poland	36.468,00 EUR
Mäntsälän lukio	Finland	33.448,00 EUR
Escola Secundária Jaime Moniz	Portugal	34.468,00 EUR
IES CAYETANO SEMPERE	Spain	30.723,00 EUR
5th General Lyceum of Thessaloniki	Greece	30.723,00 EUR
Liceo delle Scienze Umane e Linguistico "Danilo Dolci"	Italy	29.448,00 EUR

Budget details IX Liceum Ogólnokształcące - E10033067

Budget items	Grant
Project Management and Implementation	12.000,00 EUR
Learning, Teaching Training Activities	24.468,00 EUR
Total Grant	36.468,00 EUR

Budget details Mäntsälän lukio - E10061070

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	27.448,00 EUR
Total Grant	33.448,00 EUR

Budget details Escola Secundária Jaime Moniz - E10084271

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	28.468,00 EUR
Total Grant	34.468,00 EUR

Budget details IES CAYETANO SEMPERE - E10139610

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	24.723,00 EUR
Total Grant	30.723,00 EUR

Budget details 5th General Lyceum of Thessaloniki - E10159718

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	24.723,00 EUR
Total Grant	30.723,00 EUR

Budget details Liceo delle Scienze Umane e Linguistico "Danilo Dolci" - E10224760

Budget items	Grant
Project Management and Implementation	6.000,00 EUR
Learning, Teaching Training Activities	23.448,00 EUR
Total Grant	29.448,00 EUR

Timetable

Please list and describe all project activities and indicate an approximate timing when they will start. In particular, you should include project activities other than the Learning, Teaching, Training activities, for example: project management meetings, dissemination activities and other local activities and events in each school.

Note that Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form: Learning Teaching Training

ID	Activity Type	Starting Period	Description
P13	Other Project Events	12-2020	<p>The Polish school will encourage all the partner schools to register their schools in GSuite for Education and will provide mentorship for them in making their first steps with Google Tools.</p> <p>GSuite provides an amazing opportunity for a school to use Google Classroom, share and co-create various school and project documents. It can play a very important role in creating Professional Learning Communities since it creates the space for collaboration between teachers and co-learning atmosphere.</p> <p>The Polish partner registered in GSuite in September 2019 and has gained experience in conducting innovative lessons for students with the use of Google tools (Google docs, Google drawing, Google Slides for Presentation, Google Forms). The school will gladly share its experiences with the partners.</p>
P10	Other Project Events	12-2020	<p>Introduction to PLTS framework - an online training led by the main coordinator (mgr Katarzyna Baca) who has finished a training on "Learning to Learn" in Richard Language College in August 2019 within Erasmus+ KA101 project "School Open To Change".</p> <p>The training will take place with Cisco Webex or Hangouts Meet</p>
P7	Other Project Events	12-2020	<p>We will create Learning Communities in our schools - all participating teachers will position themselves as part of the learning community, not as the expert in the room, they will share their knowledge and skills with other teachers through open door approach, during their lessons, they will describe and reflect on their thinking and learning and use language that supports learners (Learnish). They will focus as much on the process of learning as the content and allow students to lead.</p> <p>Within Professional Learning Communities, the teachers will be able to train other teachers in the areas they feel confident in. Lists of attendance will be made and Certificates of attendance will be given to participants.</p>
P3	Other Project Events	12-2020	<p>Creating the project blog: "helPing and Learning wiThout borderS" (PLTS). The blog will be mainly a place where our students will be able to voice their reflections on the development of their personal learning and thinking skills during the project's realization.</p>
P2	Other Project Events	12-2020	<p>Creating the project You Tube channel: Helping and Learning Without Borders. The main language will be English, but students can make videos either in English (and give native</p>

subtitles) or in their native language (and add English subtitles). What is important is to make the videos understandable for as wide public as possible.
The channel will be owned by our students (under the supervision of project teachers) and they will use it to promote Learning To Learn competence, pro-environmental attitudes and behaviour, and volunteering.

Project Recruitment process according to the rules stated in the application form. The project is open to all students willing to participate.

INDEPENDENT ENQUIRERS

Introduction to Cooperative Learning and Project Based Learning for all the partners.
An online training led by the main coordinator, Katarzyna Baca, who has participated in a job shadowing in a Spanish school working with the use of PBL and Cooperative Learning in all the classes and finished a training done by her colleague who had finished a training on PBL in Florence (within Erasmus+ 101 project "School Open To Change ")
The training will take place with Cisco Webex or Hangouts Meet.

Setting up a group of school volunteers. Students explore the needs of their regions and decide on the field they want to volunteer in. They volunteer regularly throughout the project's realization. They take photos of themselves and other volunteers (having the agreement for that) for the transnational photo exhibition.

Introduction to neurodidactics. An online training (2 hours) led by a Polish teacher who finished a training on neuroscience and its impact on the learning process and schools by Marzena Żylińska. The training will take place with Cisco Webex or Google Meet.

We will add Peer Learning to the formal education thanks to the voluntary pupils who will help students with low school performances to improve their foreign language and other school subjects. The voluntary group will study regularly with these students after school and help them increase their school performances and this will reduce the early school leaving.

CREATIVE THINKERS

C3	Short-term exchanges of groups of pupils	10-2021	REFLECTIVE LEARNERS
P9	Other Project Events	10-2021	Erasmus+ Day in all participating schools: presenting the partner countries and schools and the project results and benefits to the local community.
P5	Other Project Events	12-2021	<p>PHOTO COMPETITION</p> <p>Project teams will photograph situations where volunteers could be active in society. Transnational exhibitions of the photos as a tool of non-formal education shall provide information and encourage people of all ages to become active as volunteers.</p>
C4	Short-term exchanges of groups of pupils	02-2022	TEAM WORKERS
C5	Short-term exchanges of groups of pupils	05-2022	EFFECTIVE PARTICIPATORS
P8	Other Project Events	05-2022	<p>Students start an environmental campaign in their schools.</p> <p>This activity' s aim is to unlock positive passions: Pupils who feel strongly about an issue whip up support for a campaign or get the class actively involved in some way, for example taking charge of charity raising for a cause they believe in.</p> <p>Students survey or research people's views in the community and come up with ideas that would help and convince people to support them and see it through to make a real difference in their community.</p>
C6	Short-term exchanges of groups of pupils	10-2022	SELF MANAGERS

Participating Organisations

Applicant Organisation Details

Organisation ID	E10033067
Legal name	IX Liceum Ogólnokształcące
Legal name (National language)	
National ID (if applicable)	367255900
Address	Jana Dormana 9a
Country	Poland
Postal Code	41-219
City	Sosnowiec
Website	ixlo.sosnowiec.pl
Telephone	+48322632423
Fax	+48322632423

Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Legal Representative

Title	Pan
Gender	Male
First Name	Zbigniew
Family Name	Byszewski
Position	I Zastępca Prezydenta Miasta Sosnowiec
Email	sekret5@um.sosnowiec.pl
Telephone	+322960738
Preferred Contact	No
Same address as organisation	No
Address	ul. Zwycięstwa 20
Country	Poland
Postal Code	41-200
City	Sosnowiec

Contact Person

Gender	Female
First Name	Katarzyna
Family Name	Baca
Position	teacher, project coordinator
Email	katarzyna.abaca@gmail.com
Telephone	+48517028287
Preferred Contact	Yes
Same address as organisation	Yes
Address	Jana Dormana 9a
Country	Poland
Postal Code	41-219
City	Sosnowiec

Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

IX LO w Sosnowcu is a young general high school which was founded on 1 September 2017. The school is perceived as attractive because it offers education in the following fields: medical, artistic and media, linguistic-geographical, polytechnic, legal, in which students participate in supplementary classes implemented on the basis of original programs. The institution currently has 17 classes, approx. 450 students aged 15-19 and 50 teachers. In the current school year we have accepted about 200 students representing different levels of knowledge and competences from the surrounding urban and rural areas, opening 11 first classes, which proved that we are the second most popular high school in Sosnowiec. We have a young, passionate and energetic head teacher. All teachers participate in the 7-month development program on supporting students and teachers' key competences with an emphasis on the area of learning skills and cooperation. We are most famous for our volunteering activities. Our students regularly and with full engagement raise funds for people in need, organize charity balls, visit children suffering from cancer and many more. Within the Sosnowiec Civic Budget our school won funds for the implementation of the project "Ujarzmić Zagórskiego Smoga" (Fight the Smog), thanks to which a specialized and very modern biological and chemical laboratory was created, where students can study air, water and soil pollution. By means of this project we want to enrich our volunteering experiences with international cooperation, learn with our students how to think and solve personal and global problems, face challenges, and also foster the comprehensive development of students, equipping them with the competences most desirable from the perspective of the economy and society, make them aware of the importance of belonging to the European community, active citizenship and the opportunities it creates.

All the key people in charge of the project had the opportunity to gain relevant experience in the implementation and management of projects. They are responsible, active in volunteering and know English fluently:

- coordinator-English teacher and coordinator and (co-author) of six Erasmus + KA229 partnership projects, finished Learning2Learn training within Erasmus+ KA101
- supporting coordinator - English teacher, coordinator and co-implementer of two projects KA229 and KA201, tutor of volunteers from European Solidarity Corps
- head teacher - biggest initiator and promoter of volunteering activities at schools, a Woman of the Year of our region, awarded for her golden heart
- PE teacher and biology teacher - both in charge of the school's Voluntary Club, cooperating with students and many civil organizations

Another English teacher and chemistry teacher can take over their roles if needed.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Has the 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
Erasmus+	2018	2018-1-RO01-KA229-049215_5	Colegiul Tehnic "Alexandru Ioan Cuza"



Partner Organisation details

Organisation ID	E10061070
Legal name	Mäntsälän lukio
Legal name (National language)	
National ID (if applicable)	0129261-5
Address	Lukiontie 2
Country	Finland
Postal Code	04600
City	Mäntsälä
Website	www.mantsalanlukio.fi
Telephone	+35843145301, +35843145300



Profile

Type of Organisation

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

Is the organisation a public body?

No

Is the organisation a non-profit?

No

Legal Representative

Title	Mrs
Gender	Female
First Name	Tuula
Family Name	Ilvonen
Position	Headmaster
Email	tuula.ilvonen@mantsala.fi
Telephone	+358403145300
Preferred Contact	No
Same address as organisation	No
Address	Lukiontie 2
Country	Finland
Postal Code	04600
City	Mäntsälä

Contact Person

Title	Ms
Gender	Female
First Name	Tarja
Family Name	Alanko
Position	teacher
Email	tarja.alanko@edu.mantsala.fi
Telephone	+358408476539
Preferred Contact	Yes
Same address as organisation	Yes
Address	Lukiontie 2
Country	Finland
Postal Code	04600
City	Mäntsälä

Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Mäntsälän lukio is a general upper secondary school of about 300 students aged 16-19. The number of staff is 22 teachers, eight of whom teach also in comprehensive school upper level with pupils aged 13-16. The number of other staff is five. Our upper secondary school is the only one in the town of about 20 000 inhabitants and most of the students come from our own community.

Mäntsälän lukio hasn't specialized in any field or program but as for a middle-sized school, we offer a quite large variety of optional courses as well. Volunteering, one of the key objectives of this exchange program, is also an option in our school.

The main motivation for joining this Erasmus+ program is that our national key curriculum requires all upper secondary schools to provide the students with a possibility for international collaboration. Finnish youngsters are fairly fluent in English but quite many of them have never used it outside school and an exchange program would be an ideal way to put one's language skills in use.

In Finland you are free to choose which school you go to so especially in upper secondary schools we 'compete' for students. International activities are a good asset for our school because young people tend to appreciate it while choosing a school.

Among the teachers there have always been colleagues who are willing to take part in exchange programs for their personal pedagogical development. In addition, mobilities with students offer you a chance to get to know your students in a different way and usually these experiences are the ones to remember for the rest of your lives. This applies to the students alike.

In many European countries, Finland included, nationalism and fear for foreigners have gained ground and it is an important duty of ours as an educational institution to do our share to counteract these trends by giving our students opportunities to meet peers from other countries to make friends and see that there are more similarities than differences between people no matter what their background is.

There are four teachers who are responsible for running the project:

Two language teachers (English/French and German/Spanish), a mathematics/IT teacher and a sports/health education teacher. We also have a strong support from our headmaster. In case one or more colleagues would have to quit the program, we would surely find colleagues for replacement. Furthermore, our staff is very permanent.

The expertise to contribute to this program is first of all, the experience we have of exchange programs. Secondly, volunteering has been an optional course for many years. Thirdly, all the objectives of the program are interwoven into our national core curriculum and are supposed to be somehow taken into consideration in teaching in every subject. An exchange program would be an interesting and motivating way to deal with topics eg climate change because exchange programs include more action than the daily school work.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>



...ted 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
Erasmus+ KA2	2017	2017-1-FR01-KA219-037453_1	Mäntsälän lukio

Partner Organisation details

Organisation ID	E10159718
Legal name	5th General Lyceum of Thessaloniki
Legal name (National language)	5th General Lyceum of Thessaloniki
National ID (if applicable)	460A
Address	Maria Kallas 2A
Country	Greece
Postal Code	546 45
City	Thessaloniki
Website	http://blogs.sch.gr/5lykthes/
Email	mail@5lyk-thess.thess.sch.gr
Telephone	+302310831776
Fax	+302310855408

Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Legal Representative

Title	Director
Gender	Female
First Name	Sofia
Family Name	Afentouli
Position	Director
Email	mail@5lyk-thess.thess.sch.gr
Telephone	+302310831776
Preferred Contact	No
Same address as organisation	No
Address	Maria Kallas 2A
Country	Greece
P.O. Box	-
Postal Code	54645
City	Thessaloniki

Contact Person

Title	MSc
Gender	Male
First Name	Yannis
Family Name	Nomikos
Position	chemistry teacher
Email	nomikosyannis@gmail.com
Telephone	+306974860885
Preferred Contact	Yes
Same address as organisation	Yes
Address	Maria Kallas 2A
Country	Greece
Postal Code	546 45
City	Thessaloniki

Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

The 5th General Lyceum of Thessaloniki is a continuation of the 5th High School for Boys of Thessaloniki that was founded in 1936 on the east side of the city. After the World War II, the gradual economic and residential development of Eastern Thessaloniki led to a period of prosperity for the school. The staff consisted of very capable teachers and the students were multiplied. During the 50s/60s, both the success of the students in their admission to the Universities and their participation in sports & art activities consolidated the school's reputation. Great personalities graduated who will then adorn the political, scientific, artistic & sports life of Greece. Into 70s, two educational reforms shaped the current character of the school (Lyceum). Today the 5th Lyceum accommodates over 200 students & 20 teachers in prefabricated rooms due to static problems. Despite the deprivation of facilities and infrastructure, student life continues. Theatrical performances & music events are organized almost every year. Students take part in Literature & Science competitions, in UN & EU simulation programs, at student conferences. Visits to various parts of Greece, as well as to Brussels/Strasbourg are organized. At the same time, the eTwinning team has been operating steadily.

Recently, different kind of issues reinforced the need of solidarity and volunteerism. Yet, Greek curriculum doesn't provide any subject related to these values. Consequently, this project is of great importance for our students. We consider it to be a strong means of preparing students to become more caring and responsible citizens and human beings. Besides, environmental issues, such as climate change, demand young people to volunteer globally and such a project provides students coming from various European schools with the unique opportunity to act and collaborate for our planet's well. Moreover, participation in an Erasmus+ project is always a challenge for teachers & students to get to know different educational systems mentalities and family life, to broaden their horizons, to enhance their tolerance to differences, and to promote the European identity development.

Our team consists of 5 teachers, all competent in English, open minded and eager to learn & develop their teaching methods. The director actually supports project's actions and facilitates all the administrative procedures. The coordinator is quite experienced, since he has participated in a lot of conferences in Greece and abroad. He'll closely collaborate with 2 other teachers, both highly qualified. The last ones could replace him in case of his inability to complete the project.

Our school participated and successfully accomplished an Erasmus+ KA1 project, titled "The historic 5th is being modernized and moving forward with innovation and a contemporary vision". It has been a very demanding project, a real challenge for our school. However, the final evaluation of the entire project has been very high.

Does this school have a valid eTwinning school label?

Yes

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Please specify the school's eTwinning ID number. The eTwinning ID can be found in the school's eTwinning profile under the 'About' tab. Please note that only teachers linked to the school will be able to see this information.

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...ted 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
Erasmus+ KA1	2017	2017-1-EL01-KA101-035904	I.K.Y.

Partner Organisation details

Organisation ID	E10224760
Legal name	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"
Legal name (National language)	
Address	Via Fichidindia s.n.c.
Country	Italy
Postal Code	90124
City	Palermo
Website	www.liceodanilodolci.it
Telephone	+39 091 6307454, +39 0916307458
Fax	+39 0916300170



Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Legal Representative

Title	Mr
Gender	Male
First Name	Matteo
Family Name	Croce
Position	Headmaster
Email	papm07000p@istruzione.it
Telephone	+390916307454
Preferred Contact	No
Same address as organisation	No
Address	Via Fichidindia s.n.c.
Country	Italy
Postal Code	90124
City	Palermo

Contact Person

Gender	Female
First Name	Liboria
Family Name	Carfi
Position	Teacher
Email	rina.carfi@gmail.com
Telephone	+393393523354
Preferred Contact	Yes
Same address as organisation	Yes
Address	Via Alfonso Borrelli, 26
Country	Italy
Postal Code	90124
City	Palermo

Contact Person

Title	Mrs
Gender	Female
First Name	Marisa
Family Name	Cuffaro
Position	Teacher
Email	alnor@alice.it
Telephone	+393470960252
Preferred Contact	No
Same address as organisation	No
Address	Via Fichidindia s.n.c.
Country	Italy
Postal Code	90124
City	Palermo

Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Liceo Danilo Dolci is a High School of Language and Human Sciences (Liceo Linguistico e delle Scienze Umane) with a further economic-social course lying in a quite poor area of Palermo called Brancaccio, historically dominated by the violence of mafia where education is not a high priority. The current school building confiscated from mafia is about 30 years old and has a capacity for approx. 800 students. There are two more branches for a total number of 1114 students who spend their school life learning to grow citizens confident about State education and legality. The school staff is made up of 152 such as teachers, administrative staff. School curriculum lasts 5 years and to conclude their training students need to pass state exam that allows them to enter any kind of university faculty. Our 14-19 year old students belong to middle-low classes with often unemployed parents or single-income families. The students are made aware of their role in the community by being active participants in actions that reach beyond the parameters of the school. These values are what will help to contribute towards the type of self-confident, self-aware and well educated individuals that build up a socially inclusive, considerate and tolerant society also respectful of physical and mental health. 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 into a European dimension. Unfortunately due also to the unfavourable geographical position Sicily has to face high transport costs that prevent them from travelling with their own funds. Consequently participating in a partnership with different European schools will give them the chance to know students of different language and culture and develop new relationships and friendships that will enable them to broaden their horizons. The team involved in this application is made up of 6 teachers, all women 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. All of them are eager to explore innovative methods of teaching that would make their students more responsible for their learning process. If one of the project teachers has to leave the project the others will take her task. Previous Erasmus+ projects' experience will be useful to face the new project phases such as planning meetings for teachers and students, organizing ateliers of work.

Does this school have a valid eTwinning school label?

Yes

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Please specify the school's eTwinning ID number. The eTwinning ID can be found in the school's eTwinning profile under the 'About' tab. Please note that only teachers linked to the school will be able to see this information.

188448

Has the 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
Erasmus+ KA2	2017	2017-1-BG1-KA219- 036228_5	119 Secondary School "Academician Mihail Arnaudov"



Partner Organisation details

Organisation ID	E10139610
Legal name	IES CAYETANO SEMPERE
Legal name (National language)	IES CAYETANO SEMPERE
National ID (if applicable)	03013467
Address	C/ L,AVET, 3
Country	Spain
Postal Code	03203
City	ELCHE
Website	www.iescayetanosempere.es
Telephone	+34966912265
Fax	+34965457611



Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Legal Representative

Title	Mr.
Gender	Male
First Name	Miguel Ángel
Family Name	Ferrández Asencio
Position	Principal
Email	direccion@iescayetanosempere.es
Telephone	+34966912265
Preferred Contact	No
Same address as organisation	No
Address	L'Avet,3
Country	Spain
Postal Code	03203
City	Elche

Contact Person

Title	Mrs
Gender	Female
First Name	J.Remedios
Family Name	Caro Martínez
Department	Biology
Position	teacher
Email	caro.reme@iescayetanosempere.es
Telephone	+34966912265
Preferred Contact	Yes
Same address as organisation	Yes
Address	C/ L,AVET, 3
Country	Spain
Postal Code	03203
City	ELCHE

Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

I.E.S. Cayetano Sempere is a high school located in an area quite close to the city center but with students from different suburbs of Elche. Our students come from different social backgrounds and different countries, mainly from South America and North Africa, being the immigration percentage a 10 per cent. Moreover, we also deal with some ethnic minorities, especially gypsies. These data make cohesion one of the pillars of the school's education. The ages of the students in the school range from 12 to 18. The school offers both compulsory and non-compulsory education. Non-compulsory education would be for students over 16 years old who can either study two courses which prepare them for higher education or choose a vocational training course. The students who will be involved in the project, aged between 16 and 18 years, are doing an optional

subject entitled 'Practical English' in their A-levels where they practice the English language in a more thorough way. This voluntary character will strengthen the motivation and willingness to make this project a success. As the European Union expands and mobility of people from different parts of the EU as well as from other parts of the world increases, our students need to be prepared to live and work in a Europe that is diverse. To function well in that future, the students must be aware of

human rights, in social equality, in citizenship responsibilities, etc. Our previous experiences in European projects are focused on that way and we are also specialized in integrations of minorities: gypsy, African and South-American immigration. By developing and understanding minorities and respect for diversity, we hope to encourage our students to become critical thinkers who are able to examine an issue from many sides and to draw conclusions. We also will encourage our students to consider the broad range of information sources available, to be critical in evaluating sources of information and to learn the limitations of each

Does this school have a valid eTwinning school label?

Yes

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Please specify the school's eTwinning ID number. The eTwinning ID can be found in the school's eTwinning profile under the 'About' tab. Please note that only teachers linked to the school will be able to see this information.

17605

Has the 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
Erasmus + KA219	2017	2016-1-UK01-KA219-024382	BIRMINGHAM METROPOLITAN COLLEGE



Partner Organisation details

Organisation ID	E10084271
Legal name	Escola Secundária Jaime Moniz
Legal name (National language)	
National ID (if applicable)	not applicable
Address	Largo Jaime Moniz
Country	Portugal
Postal Code	9064-503
City	Funchal
Website	www.jaimemoniz.com
Telephone	+351291202280, +351291626669
Fax	+351291230544

Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Legal Representative

Title	Doutora
Gender	Female
First Name	Ana Isabel
Family Name	Freitas
Position	School principal
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Telephone	+351291202280
Preferred Contact	No
Same address as organisation	No
Address	Largo Jaime Moniz
Country	Portugal
Postal Code	9064-503 Funchal
City	funchal

Contact Person

Title	Dra.
Gender	Female
First Name	Alzira
Family Name	Mendes
Position	Teacher/project coordinator
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Telephone	+351963211865
Preferred Contact	Yes
Same address as organisation	Yes
Address	Largo Jaime Moniz
Country	Portugal
Postal Code	9064-503
City	Funchal

Contact Person

Title	Dra
Gender	Female
First Name	Teresa Sofia
Family Name	Gouveia
Position	Teacher
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Preferred Contact	No
Same address as organisation	Yes
Address	Largo Jaime Moniz
Country	Portugal
Postal Code	9064-503
City	Funchal

Background And Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in your school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

We are a secondary school in Funchal, Madeira Island, with around 2300 students, aged 15-19, and 300 teachers. Being the oldest "liceum" in the country (1837), we are still one of the biggest ones. The school's building dates to 1942 and is considered one of the most beautiful buildings in the island. On October 18, 2018, it was awarded the degree of Honorary Member of the Order of Public Instruction.

Our motto "Tradition and Modernity" means that we do not deny our past, because it is one of the pillars of our identity, but we are open to change, in a dynamic attitude, of non-conformity, of innovation, betting on new technologies, a new conception of School, defending values such as life, citizenship, democracy, competence, demand, quality and excellence.

We have a stable staff of high quality teachers, composed of professors with doctorates, masters and graduates. In our school we have general and vocational courses. We are more dedicated to access to higher education, with the highest percentage of students entering the areas of Health (Medicine) and in the areas of Law and Economics. However, we also bet on technological courses. Aware that education is not just about the quality of learning, but also about training for citizenship, our school offers a set of enrichment and curriculum complementary activities that include different initiatives, projects and clubs. Volunteering is one of the main topics we develop in the area of Citizenship and Development.

Joining this project allows us to accomplish one of our goals, which is to develop our students' 21st century skills, broaden their horizons, allowing them to go beyond our island, improve their language skills and giving them the possibility of international collaboration, while approaching the issue of environmental protection, which is, also, one of our biggest concerns. Also, by meeting people from different cultures and different languages, they will have the possibility to make friends for life!

Teachers Alzira Mendes and Teresa Sofia Gouveia will be in charge of running the project in our school. We have a very solid and permanent group of teachers. Therefore, if needed, the replacement of those two teachers will be easy. Although we haven't been involved in an Erasmus project for a very long time, we are used to working on the issue of environmental protection, being involved in some volunteering projects, as well. We are open and eager to learn about innovative methods of teaching. Therefore, we truly believe we can positively contribute to this project.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here: <https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm>

Has the 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
Islands Diversity for Science Education	2017	2017-1-PT01-KA-201-035919	NUCLIO - Núcleo Interativo de Astronomia

Project Description

Priorities and Topics

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

HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences

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

HORIZONTAL: Common values, civic engagement and participation

SCHOOL EDUCATION: Increasing the levels of achievement and interest in science, technology, engineering, and mathematics

Please select up to three topics addressed by your project

Environment and climate change

Early School Leaving / combating failure in education

Natural sciences

Description

Please describe the motivation for your project and explain why it should be funded.

The main motivation for our project results from the observation and analysis of the everyday work with our students.

The main conclusions we have drawn are as follows:

Our schools have to deal with explicit problems regarding our students' integration, inclusion, communication, wellbeing and success.

Students seem to lack the skill of planning and organising their own learning process- they find it difficult to take the responsibility for their learning process, evaluate their work and are very dependent on teachers. They find school boring and lack internal motivation.

Many students do not cope with failure, depend on the external assessment which influences their self-esteem and often results in the isolation, skipping school, depression. The number of students suffering from depression increases every year. It can result from the fact that they spend time on social media sites, which takes their time from face-to-face communication and in-person activities.

Students are not very willing to cooperate with other students at school and are indifferent to activities offered by the school aimed at integration, cooperation. They do not want to engage and take initiative. It seems to affect their social and emotional development. Students spend a lot of time on the web, however they are unable to use the opportunities created by the Internet for learning.

Our students get poor end-of-year and final exams results in natural science subjects and maths.

According to the OECD Employment Outlook 2019 14% of existing jobs could disappear as a result of automation in the next 15-20 years, and another 32% are likely to change radically as individual tasks are automated. The skills that would significantly reduce the number of jobs lost to automation include among others: creativity, collaborative problem solving, innovation, communication skills, emotional intelligence, stress management, ability to learn in order to adapt to the fast changing circumstances, cultural awareness and sensitivity as workplaces become globalised and we need to learn how to get along with those who are different from us.

It seems that many of our students who are soon going to enter the job market lack the above-mentioned skills.

The idea of the project is to prepare students for life in the modern world and provide them with abilities employers are looking for. We want to do it mainly by:

- exploring and introducing Personal Learning and Thinking Skills framework to our schools,
- using innovative methodologies based on the latest discoveries in neuroscience: Project Based Learning and Cooperative Learning, while working on the topics of the environment protection,
- involving our students into voluntary service.

We believe that this project will contribute to our students' emotional and social wellbeing, as well as it will enable them to enter work and adult life as confident and capable individuals who know how to manage self, relationships with others and own learning.

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected?

In this project we aim to:

- Develop social and civic competences
- Improve communication skills in foreign languages of students and teachers
- Help students increase the sense of initiative and entrepreneurship and teach them how to take responsibility for others, their own actions and their own learning and future
- Raise cultural awareness by using cultural tools such as food, lifestyle, music, folk dance, traditional costume for charity work to introduce our culture to other cultures
- Introduce new methodologies that would enable students to become more active participants of the learning process and would focus more on teaching students how to learn --the change in teaching methods will have positive effect on students results and attitude to school and prevent early school leaving
- Engage in altruistic activities to help the people in need and nature
- Unify people from diverse backgrounds and cultures to work toward a common goal
- Create social changes by volunteering, improve relationships between different communities

In the ENVIRONMENTAL aspect:

- Draw public attention to environmental problems (water, earth and air)
- Make people sensible and friendly about the environment

In the CULTURAL aspect:

- Educate the parents, the pupils and the public to live and participate in the changing world
- Create awareness of the cultural diversity of Europe, find the similarities or differences about the cultures and break the barriers, prejudices, stereotypes about different cultures and lifestyles, set a warm dialogue among cultures by volunteering

In the EDUCATIONAL aspect:

- Develop new methodologies, enabling students to learn to think critically and make them the active participants of the learning process, the subjects, not the objects of the learning process
- Acquaint teachers with the newest research on neuroscience and its consequences for the education systems
- Introduce new methodologies into our schools:
 - *developing Learning To Learn competence with the use of Personal Learning and Thinking Skills framework,
 - * Project Based Learning and Cooperative Learning in didactics
- Make Science and Maths more understandable and enjoyable

In the HEALTHY life aspects:

- Create awareness of the strong relationship between the condition of the environment and our health and well being
- Encourage the people to do sports and provide a proper nutrition for a healthy life
- Make people aware of the bad effects excessive noise has on our body
- Provide opportunities and show the value of face to face communication and lifelong friendship to support good mental health

In order to develop a workforce with the necessary skills to live and work in a global economy and have equal chances in the educational system as European citizens, we will:

- learn about partners' countries and cultures
- develop students' key competences
- support the approaches of life-long learning and learning by experience and cooperation
- use innovative digital and ICT tools

How are the planned activities going to lead to achievement of the project's objectives ?

1. We will set a volunteer pupils group in each partner school and they will serve a regular voluntary community service during the project. This will lead to:

*Gaining New Experiences and Insights: Volunteering allows you to experience different environments and situations.

*Giving Back and Helping Others: Volunteers create better environments for others; they create healthier communities, and they brighten lives.

*Creating Connections with People: building relationships with people is crucial. Volunteering helps you break the barriers you have in your mind and gives you a lot of joy in new friendships.

*A Sense of Accomplishment: Volunteering is one of the most beneficial and uplifting jobs; it helps you build positive picture of yourself

2. We will create Learning Communities in our schools - all participating teachers will position themselves as part of the learning community, not as the expert in the room, they will share their knowledge and skills with other teachers through open door approach, during their lessons, they will describe and reflect on their thinking and learning and use language that supports learners (Learnish). They will focus as much on the process of learning as the content and allow students to lead. Each country will choose one area to explore from PLTS framework: independent enquirers, creative thinkers, reflective learners, team workers, self managers or effective participators. The project participants will learn what all the areas mean practically and then become the ambassadors of Learning To Learn approach in their schools.

3. In our project we want to concentrate on three main aspects: water, earth and air as the key elements in our environment, and then we want to deal with ways to protect it. As these aspects are part of the curriculum they will be dealt with in school lessons, with particular focus on the development of critical and cause and effect thinking. At our LTTA meetings we will work together with our partners on these issues with the use of Project Based Learning and Cooperative Learning approach.

4. We will add Peer Learning to the formal education thanks to the voluntary pupils who will help students with low school performances to improve their foreign language and science subjects. The voluntary group will study regularly with these students after school and help them increase their school performances and this will also contribute to the early school leaving reduction.

5. We will open the project's YouTube channel and blog related to Helping, Learning to Learn, Environment Protection and Healthy life. We will use it to promote learning for life, active citizenship, pro-environmental attitudes and behaviour, and volunteering. The teams will photograph situations where volunteers could be active in society. Transnational exhibitions of the photos as a tool of non-formal education shall provide information and encourage people of all ages to become active as volunteers.

eTwinning and Erasmus+ platforms

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

eTwinning platform is a great place to find a reliable PARTNER. STUDENTS invited to eTwinning can make contact with their peers and be up to date with project activities, which is beneficial especially for students who do not participate in the mobility but implement the project (nobody is excluded). They can directly respond linguistically using the forum and work with project participants on common tasks using the collaborative Twinspace tools that all participants can use. Non-participants and other schools' teachers can also visit this page and create events and to follow and benefit from the project products. We will decide which elements will be visible to the entire online community.

eTwinning will provide continuity of the project implementation in case of mobility problems (e.g. pandemic) and will increase our students' motivation for the project work. It will allow for the use of modern ICT tools.

We will use TWinspace letting pupils introduce each other and learn about their socio-cultural aspects and communicate with each other whenever they like in a safe way. In addition, the eTwinning platform will also serve teachers and project coordinators. We're going to create ERASMUS + satellite here to provide easier information flow and quick decision making. Here, we will place templates of applicable documents so that they are uniform for all partners. The main coordinator will keep all the school partners aware of the project activity calendar, preparations, distribution of tasks. Each school will also be obliged to publish a report on local activities carried out. The idea is for the main coordinator to be able to analyze the correct implementation of the project on an ongoing basis. The eTwinning platform will also facilitate the evaluation of each stage of the ERASMUS + project implementation and, if necessary, will allow for quick changes consulted with all project participants.

eTwinning offers us free tools, the use of which may affect the quality of actions taken, e.g. pages, events, forums, live sessions, journal, chat, sharing materials, voting etc.

We can apply for the eTwinning quality label, which will confirm the quality of the activities carried out and give us the opportunity to take part in national and European eTwinning competitions.

We have used ERASMUS+ PROJECT RESULTS PLATFORM to get inspiration for this project. All the project's results and their descriptions will be uploaded here after the project has been finished.

SCHOOL EDUCATION GATEWAY is a great tool to share good practices, find partners and it has a wide offer of practical trainings. Thanks to this platform the main coordinator of this project found Learning To Learn training organized by Shadows Professional Development and completed the training in the year 2019 within Erasmus+ KA101 project under the title "School Open To Change". That training equipped her with the ideas, knowledge and experience needed for carrying out this project proposal.

If your project proposal is building on previous or ongoing eTwinning project(s), please explain how you plan to achieve this. Please clearly identify the relevant eTwinning project(s) by including the project title and project ID. In addition to the information provided here, do not forget to provide further information about the eTwinning aspect of your proposal in all other relevant parts of the application form.

The eTwinning platform has been accompanying our ERASMUS + project since the very beginning. Here we found the Portuguese partner. We are currently discussing the details of the eTwinning project: "helPing and Learning wiThout borderS" (project ID 215978). We mean to introduce young people from all the partner schools (Poland, Greece, Italy, Finland, Spain, Portugal) to communicate and exchange ideas regarding the planned project actions. We want them to get to know each other in this way and to get them engaged in the planning process to make the project and project activities interesting to them and "owned" by them. Project activities should meet the needs of students, not simply be imposed upon them. We believe that students who are invited to think and plan the project, are more likely to get involved in it. In the project course, the schools and the students themselves will be presented in an interesting way (presentations prepared by students). In the next step we will deal with the countries, towns and our schools. Here, students will prepare posters or presentations in groups. In this way, project participants will learn about some fantastic ICT tools and put them into practice and will use English, learn to work in a team and learn about partner schools. The main idea of the eTwinning project is the same as this project proposal - to involve people into voluntary service and research projects to develop Personal Learning and Thinking Skills (PLTS framework). The two projects are interlinked - one project implements the other.

A login for a guest has been created in our eTwinning project and the expert is invited to see what we have worked on so far:

Login: visitor.helping, Password: Helping

We are in the process of inviting our students into the project, but it is not easy at the moment due to the situation with the pandemic. The Finnish partner and the Greek partner can invite the students no sooner than in September.

Please keep in mind that experts will evaluate your application exclusively on the basis of the information provided in the application form. Therefore, when answering this question make sure to describe the eTwinning project(s) you plan to build on. Likewise, please be aware that independently of the experts' evaluation of the quality of your application, the National Agency may verify the provided information about your eTwinning project(s). In case the information is not correct, your application may be disqualified.

Please explain if and how you plan to create opportunities for the school(s) having the eTwinning school label to share best practices in eTwinning and to provide mentorship to other participating schools that are less experienced in using eTwinning

Our Greek partner is very experienced in eTwinning and has the eTwinning School Label. Together with the experienced Polish partner, they will provide mentorship to other participating schools. We plan to create opportunities for all the partner schools having the eTwinning school label because eTwinning Schools are great examples of sharing good practices and collaboration. We believe that education should be an area where competition turns into cooperation, also between schools of the same kind in the same region, because well-educated young people are the best investment and guarantee of success for the whole society. One of the goals of our project is to create in the partner schools Professional Learning Communities in order to change the idea of "Teaching" (I teach you. I am a teacher and I know everything. You know nothing.) for learning from each other (I'm learning with you. Let's explore it together, let's check it out.) When we start learning (with students, but also from each other), we will become a learning community. As a Professional Learning Community, we want to be active in promoting the eTwinning values and pedagogy and learn with and from other schools. With the eTwinning School Label, eTwinning recognises and appraises the involvement, commitment and dedication not only of individual eTwinners, but of the whole school, where teams of teachers and school leaders work together, and this is what we want to achieve.

In order to help all the schools get the eTwinning school label, we will provide mentorship to other participating schools that are less experienced in using eTwinning. We will all follow the same plan at the time of this project's realization:

1. At least two eTwinning teachers linked to each school will be involved in projects, professional development or other eTwinning activities,
2. Each school will apply for the National Quality Label for our eTwinning project linked to this project. We will include a lot of international cooperation activities, use Twinspace and modern digital tools in the eTwinning project to produce collaborative digital products. We will work on eTwinning regularly and achieve the project's aims to get the European eTwinning Label.
3. Each school will demonstrate activities that prove teachers'/pupils' awareness of responsible use of the internet.
4. Each school will demonstrate that there is active collaboration between a group (3 or more) of registered teachers in eTwinning activities.
5. Each school will demonstrate that at least 2 projects are running with different groups of pupils.
6. Each school will publicly show its formal engagement in eTwinning.

Participants

Please briefly describe who will take part in the project, including:

- Who are the different groups that will take part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.)? Please also include information on local participants (those who will participate in project activities, but will not travel as part of the project).
- How are these groups going to participate?
- If pupils are involved in the project, please specify their age groups.

Note that specific details on selection of participants in Learning, teaching and training activities do not need to be repeated here if they are described in the dedicated section of the form: Learning Teaching Training

Every participant school will engage all the students willing to participate (at least 18) aged 15-18 and at least 3 teachers to help with the realization of the project. These teachers and pupils will take part in all kinds of events and activities that will be prepared at hosting schools for the local community and the participants from other countries. They will be involved in updating the eTwinning Twinspace, blogging and managing the YouTube channel, festivals, charity actions, handcraft workshops and markets, forestation, art galleries, creating the Project Eco-Bag, preparing and disseminating the PLTS posters, volunteering. They will take care of the visiting participants in the school premises. All the activities will make it possible for them to make new friends with young people from many European countries, to practise their foreign language skills, break the prejudices and stereotypes, learn to do something for others without expecting anything in return.

Some of the participants' families will be hosting people from other countries. All participants' families will actively participate in most of the actions planned in particular countries (Erasmus+ Day, integration meetings, taking part and helping with project tasks).

School administrations, local media and local authorities will join in numerous events held by partner schools and by sharing different project responsibilities connected with planning, implementing, disseminating project results.

The local public will take part as visitors and they will be encouraged to active involvement in the project events, for example donating, lending and preparing regional costumes, food.

Universities and companies or institutions working in the fields of water distribution, rubbish and recycling management will cooperate with us to create involving activities for the project participants.

Civil society organizations will play an active role during the project: nursery homes, orphanages, animal shelters, helping centers, homeless centres, culture centers and others - they will cooperate with us to produce the project results, mainly by opening their doors to our project's participants and creating co-working, co-learning and communication space for our students and people in need.

All the pupils from all the participating schools will be invited to take an active part in the eTwinning website of the project. They will be able to communicate with other partner schools, vote and engage in different tasks.

At least 18 student participants and 3 -5 teachers from each school will take part in mobilities abroad and will get involved in project activities in a partner school.

We will invite to our project activities disadvantaged society such as immigrants, the old, the poor, disabled people, the orphans, and the pupils with tendency of early school leaving, providing them with a favourable working, learning and socializing atmosphere, and we can't foresee how many of these people will be.

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

Yes

How many participants would fall into this category?

30

Which types of situations are these participants facing?

Educational difficulties

Social obstacles

Economic obstacles

Disability

Refugees

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

Participants with fewer opportunities should be motivated and supported in particular. Economic, health, educational or social factors will not prevent them from participating in this project and from having the possibility to broaden their minds towards Europe and acquiring XXI century skills. In this project they get to know different European cultures and improve their linguistic, emotional, social, intercultural, learning skills, and besides they will become acquainted with the European labour market as another chance to shape their future.

All kinds of students will be involved in the project and cooperating towards the same goals. We believe that all children have endless potential, and the school's role is to help them discover and use it for a better life. Peer education will create an opportunity for making new friendships between quick and slower students, breaking the barriers and prejudices, discovering a valuable friend in a peer despite their different nationality, socio-economical status or abilities.

With regard to students with fewer opportunities, this project aims to:

*Provide collaborative meetings on-line (eTwinning) and directly between teenagers from different corners of Europe and opportunity to develop themselves socially and emotionally.

*Prevent social exclusion and enhance social cohesion. Volunteering is also the tool to achieve this. The selection of the students that are going to travel is going to be held regardless of their socioeconomic status or abilities: including our students with special needs (dyslexia, dysorthography, poverty, family problems - e.g. divorces)

*Involve all pupils in our Twinspace so that they will feel involved in the project.

*Overcome social and cultural obstacle; five of the participating schools are composed of minorities. PORTUGAL: immigrants coming from Venezuela, who are running away from the political and humanitarian crisis the country is facing, POLAND: immigrants from Ukraine, PALERMO: immigrants from Libya, Somalia, Ethiopia, GREECE: immigrants from the Balkan countries, SPAIN: immigrants from Argentina, Romania, Ukraine, Morocco.

*Help the students see their strong points and endless potential for building their future lives, families, local communities and society

*Provide the participants with travelling and encountering different cultures which will evolve them from local, regional, national involvement in educational quality towards a European involvement.

*Provide EQUAL opportunities for all delivering the Lisbon Strategy through social innovation and transnational cooperation.

*Better knowledge of foreign language and of other school systems, better digital and linguistic skills will supply a broader and more global vision on educational quality regardless of economic or social obstacles and cultural differences.

Since each pupil is a distinctive person and has different learning style, creating conditions to support each of them.

Management

Funds for Project Management and Implementation

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

Organisation role	Grant per organisation and per month	Number of organisations	Grant
Coordinator	500,00 EUR	1	12.000,00 EUR
Partner	250,00 EUR	5	30.000,00 EUR
Total		6	42.000,00 EUR

Project Management and Implementation

Please describe the tasks and responsibilities of each partner school. Explain how you will ensure sound management of the project and good cooperation and communication between partners during project implementation.

The COORDINATOR:

Prepares the project together with the project group (the project's objectives, particular activities, partners' roles and responsibilities)

Coordinates all the activities related to the project (planning, implementation, monitoring, evaluation, dissemination).

Divides responsibilities between project participants, but also takes into account their suggestions and needs and changes the plan if necessary.

Writes the final report and collects all the data necessary for The Mobility Tool.

Is responsible for creating and managing *the eTwinning project and the project YouTube channel and blog where all the information about the activities related to the project will be uploaded, as well as presentations and other products,* the project's website, where all the information about the activities related to the project will be uploaded * WhatsApp group and Cisco Webex video conference tool in order to provide frequent and proper communication within the partner group, *a common space on Google drive where all the partners will be able to work on common documents (e.g. calendar) *a good atmosphere and cooperation between all the participants from the very beginning of the project - clear rules about practical aspects of the project will be set together with all the partners online before the 1st LTTA The tasks of the project for the students and the teachers will be defined in advance, clear, well described and assigned so that each organization will be aware of its role and the tasks that it is expected to carry out.

The PROJECT GROUP (partner institutions) will be responsible for:

The preparation for the activities that will be carried out during the project according to the schedule.

Uploading information about activities carried out locally on the project blog, eTwinning and YouTube channel.

Share all the project's results with all the partners, and especially with the coordinator.

Taking part in monthly online meetings with the coordinator

Participating in online trainings (webinars)

Disseminating the results in their country - local newspapers, radio.

In each team, at least two persons will be responsible for the project. They will check the project activities regularly.

Sending all the information about activities carried out in their institution for the final report.

Sending the work programme, activities, costs chart and plan to partners at least one month and a half before hosting the meeting.

Carrying out the evaluation of the meeting.

After meeting the host school will send the coordinator a report of dissemination: news, reports, TV coverage etc.

Accommodation in families if possible

The project teams will be set by all participating schools to WORK TOGETHER in a good harmony.

Misunderstandings among the partners will be solved immediately and we will do our best to try to reach a common understanding of the problem and to create a win-win atmosphere

Please make sure to include all project management meetings, events and local activities of each school in the section: Timetable

How did you choose the project partners? Does your project involve schools that have never participated in a Strategic Partnership? If yes, please explain how more experienced schools can support less experienced partners during the project.

When choosing partners we looked for schools that face similar problems as ours.

The chosen partners (schools from the south, west, north and the centre of Europe) are the most appropriate to produce relevant and high quality project results. Their involvement brings the following essential added values to the project:

- a multicultural society which is the basis of the construction of Europe
- a multilingual and multicultural Europe with their partnership
- a big impact on each participating group by sharing their unique experiences, knowledge and particular know-how concerning topics covered by the project:
 - volunteering
 - supporting teachers in dealing with diversified groups of learners (such as refugees and migrants) and students with difficulties (dyslexia, Asperger, family problems)
 - tackling early school leaving (ESL) and bullying
 - using innovative methods of teaching
 - willingness and readiness to adapt one's style of teaching to the changing world

All the partner schools are willing and enthusiastic about taking part in the project and have a tremendous experience in volunteering in various areas. Their towns also set a good example of many nations living together in tolerance and peace. Two of the schools, from Spain and from Greece, have been recommended by our previous partners within Erasmus+ KA229 project. They are both reliable partners with fantastic ideas for the project activities.

We found the partner schools from Finland and Italy, thanks to another Erasmus+ project KA229. We talked in person with their representatives and discussed the project's idea during the mobilities held in our partner schools. The school from Portugal was found on eTwinning and has engaged in the creation of this project.

All the schools have participated in Erasmus+ KA229 projects except from the Greek school. The Portuguese teachers coordinating the project have never participated in a Strategic Partnership, either. We are going to support them by:

- explaining the general idea and basic practical aspects of KA229 (we have already done it)
- helping with: the recruitment process for the project, budget management, preparation for the first mobility (sharing a list of practical arrangements) and other mobilities
- sharing all the necessary documents (parents' agreements; project's set of rules: laws and duties of the participants, recruitment set of rules; inquiries for students and teachers, certificates, europass etc.)
- assisting with eTwinning project tasks
- sharing ideas about building and coordinating a solid project team at school (division of tasks and responsibilities among teachers and students) and about involving students' families into the project
- listening carefully to their fears and needs and taking them into account
- working together on the basis of equal partnership

We will communicate by WhatsApp project group, email and Cisco Webex (video conferences) to explain everything well, discuss current issues and support each other.

Learning, Teaching, Training Activities

List of Activities

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

Yes

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

- Mobilities won't take place on the date of festivals or tourism sessions, or in case of the epidemic danger
- The participants will be insured fully during the mobilities and they will have their EHIC
- The participant students permission documents, general health information charts will be asked from their parents
- The communication among the partners and the students and their families will be provided and the participants' and families' telephone numbers, addresses will be established in a list with the
- We will collect all the data in accordance with the RODO rules

The hosting organisation will be responsible for providing all the partners with the addresses and phone numbers of host families at least two weeks prior to the meeting.

- The students will be at a similar/same age to work and get on well with to develop a warm dialogue with each other
- When abroad, all the participants from every school will be connected by Watsap groups
- If a natural disaster or serious conflicts in the country happen before mobility, this will be informed to the partners and the date of the meeting will be changed with the proposals of the partners
- If there are any problems connected with losing a passport or ID, the contact will be with the Ambassador in that country. (the list of embassies in all the partner countries will be given to the participants, as well as the maps and practical tips useful for particular country)
- The coordinator will set a trouble solver team to help the students and the staff when they meet a problem
- Before the mobility, the information regarding medical support, cultural differences, transport, rules, food, meals timing and customs of the country will be passed over to the partners by the host organization (the students from the host schools will be responsible for preparing and sharing practical, cultural guidebooks about their region).
- Teachers responsible for particular mobilities will support students in doing all the required tasks

The Recruitment Process for the project will be made public and conducted in accordance with the principles of equality, with particular regard to compliance with the principles of non-discrimination on the basis of race, place of residence, religion, sexual orientation, financial status, origin or disability, and equal access to participation in the project of boys and girls will be ensured. The basic criterion of recruitment is the students' experience, commitment and interest in the subject of the project, motivation and commitment to obey the rules.

Criteria for selecting students to participate in a mobility:

- *The degree of students' involvement in performing project individual and group tasks
- *Active involvement in volunteering
- *Kind behavior and good/improved learning results
- *Communicative level of English
- *Handling assigned tasks on time
- *Regular attendance at the project activities
- *Valid ID/passport

Too many students fulfilling the criteria - drawing lots.

Please specify each of the planned learning, teaching and training activities in the table below.

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	INDEPENDENT ENQUIRERS	Escola Secundária Jaime Moniz(E10084271, Portugal)	Short-term exchanges of groups of pupils	01-2021	18	10	28.468,00 EUR
C2	CREATIVE THINKERS	5th General Lyceum of Thessaloniki(E10159718, Greece)	Short-term exchanges of groups of pupils	04-2021	18	10	24.723,00 EUR
C3	REFLECTIVE LEARNERS	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)	Short-term exchanges of groups of pupils	10-2021	18	10	23.448,00 EUR
C4	TEAM WORKERS	IES CAYETANO SEMPERE(E101396, Spain)	Short-term exchanges of groups of pupils	02-2022	18	10	24.723,00 EUR
C5	EFFECTIVE PARTICIPATORS	Mäntsälän lukio(E10061070, Finland)	Short-term exchanges of groups of pupils	05-2022	18	10	27.448,00 EUR
C6	SELF MANAGERS	IX Liceum Ogólnokształcące(Short-term exchanges of	10-2022	18	10	24.468,00 EUR
Total					108	60	153.278,00 EUR

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
		E10033067, Poland)	groups of pupils				
Total					108	60	153.278,00 EUR

Activity Details (C1)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups

for easier calculation. Each group and its budget are linked to their sending organisation.

Field	School education	Activity Type	Short-term exchanges of groups of pupils
Activity Title	INDEPENDENT ENQUIRERS		
Leading Organisation	Escola Secundária Jaime Moniz(E10084271, Portugal)		
Participating Organisations	5th General Lyceum of Thessaloniki(E10159718, Greece) IES GAYETANO SEMPERE(E10139610, Spain) Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy) Mäntsälän lukio(E10061070, Finland) IX Liceum Ogólnokształcące(E10033067, Poland)		
Starting Period	01-2021	Duration(days)	5
		Country of Venue	Portugal

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

MOTTO: LEARNING WON'T TAKE PLACE WITHOUT THE EDUCATIONAL PROCESS YOU DO ON YOUR OWN, WITHOUT YOU MAKING AN EFFORT TO DISCUSS, READ OR THINK

Day 1 and 2

- An international group of students presents their research on what it means to be an Independent Enquirer and the typical Learnish expressions in this field. After the mobility, each partner group will design a poster in their native language for their school community about what they have learned. All the schools will start to work on independent enquirer skills of their students.
- A lesson made by the hosting school: Human Need For Water (Water and the Human Body, The State of the World's Freshwater, Water Consumption, Water Usage, Earth's Water Supply)
- Watching You Tube film World Water Crisis
- Introducing the student-led classroom team building activity (a cup-stacking challenge)
- Students in international teams will be asked to do a research project MYSTERIES OF WATER (based on the principles of Project Based Learning and Cooperative Learning). At first, they will work on their own organizing themselves to learn (Learning to be an INDEPENDENT ENQUIRER): thinking and planning (what questions will I ask? How many and what kind of resources can I use?, where will I find them? Are they reliable? How do I know they are reliable? Can I predict the solution? How will I organize my work? How much time will it take?). They will produce a plan of actions and a list of resources needed to carry out the project, provide a written explanation of why each source has been chosen. Secondly, they will share their work with other team members, describing the process they did on their own on a poster and tell their group how they felt about it, if it was easy or hard, compare their thinking and planning process with other team members. Finally, each team will do the project together and present the effect in front of the whole international group (any format).

Day 3 and 4

- Volunteering activity. Students in international teams (each representing a different partner country) will record a public service announcement for radio to alert the public of the shortage of global drinking water (the announcement must be personalized and describe particular water problems a specific country is facing). Each group should share their public service announcements via Pod Cast or other mp3 medium. Each team will post a copy of their announcement to share with other project

participants in the Twinspace and on the project YT channel with a translation relevant to the country.

Day 5

- Exploring Levadas - mini canals distributing water across the island

Learning to be AN INDEPENDENT ENQUIRER:

* Students do independent enquirer Checklist at the beginning of the mobility and are asked to co-create the end of the mobility checklist.

Intentional time for that is planned.

*At the end of the mobility students do the end-of -mobility checklist and have time to reflect on their learning and independent enquirer skills.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Yes

Please explain how this will be achieved and what the expected benefits are.

1. Before the LTT Activities take place in Portugal:

- All project students will have to do a CRITICAL THINKING TASK on eTwinning - prepare questions to the author of a given text to check if what is written is true and can be trusted. Poll and discussion - do you believe in every text you find online? How do you recognize the reliable sources? How do you know they are true?

- Each school will present the analysis of water and drinking water management in their country (including ways of storing the rainfall water). Which country has the biggest/ the smallest availability of water resources? - poll and discussion.

- 6 students (one from each partner school) will do research on what it means to be an Independent Enquirer. They will make a digital poster in English and list the typical Learnish expressions in this field.

2. All project students from all participating schools will be able to do the task MYSTERIES OF WATER - the task will be available on the Twinspace and can be carried out on science lessons at school by means of Cooperative Learning.

3. All project students will do the tasks related to learning to be an independent enquirer. The Independent Enquirer Checklist will all be available on the Twinspace.

4. All the materials regarding what it means to be the Independent Enquirer will be published on eTwinning (e.g. the posters in English and partners' languages) Thanks to combining the physical mobility with virtual exchanges through eTwinning

* we will be able to achieve more goals with a shorter mobility time. Each school will do their tasks regarding their school/town/region on their own beforehand and thanks to this we will be able to use this data and focus mainly on international collaborative activities when all the partners meet,

* all the project students will be able to take part in some LTT activities, not only the ones travelling,

* a wider audience will be able to benefit from our materials in English and native languages of participating schools.

How is participation in this activity going to benefit the involved participants?

BENEFITS IN TERMS OF LEARNING2LEARN:

Students will learn how to organize themselves to learn. They will understand how important it is to spend time on their own thinking, planning on resources and time.

Students will learn to ask relevant questions.

They will learn to think critically regarding the choice of the resources they are going to trust.

They will learn to look at things from different perspectives.

They will learn to make reasoned judgements and justify them.

They will learn to be creative and they will develop their imagination.

OTHER BENEFITS:

- Openness and courage in communicating with people from the world, raising students' self-esteem and developing the ability to participate in social interactions.
- Development of maths, digital skills.
- Bigger knowledge in the field of science and engineering (examining water supplies)
- Development of critical thinking skills, the ability to compare and draw conclusions in the field of national public safety (how to guarantee the access to clean drinking water?)
- Triggered sense of initiative
- Awareness of the Portuguese agriculture, cultural and historical heritage
- Development of linguistic skills (foreign languages and mother tongue)
- Better quality of students' individual and team work skills
- Providing good cooperation and solidarity, enabling and empowering students to take an active role in becoming a leader in sustainability by bringing solutions and ideas to global problems
- Students learn to work together to solve problems, meet goals and learn from their mistakes

Recording the public service announcements via Pod Cast or other mp3 medium will allow the students to synthesize the information and place value on it for other people. The mp3 file will allow the students to learn another technology savvy method of documenting information. Some of the students will be good at this and like teaching the other students, which will trigger cooperation.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	IX Liceum Ogólnokształcące(E10033067, Poland)	3000-3999 km	7	4	2	6.288,00 EUR
2	IES CAYETANO SEMPERE(E10139610, Spain)	500-1999 km	7	4	2	4.758,00 EUR
3	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)	2000-2999 km	7	4	2	5.268,00 EUR
4	Mäntsälän lukio(E10061070, Finland)	4000-7999 km	7	3	2	6.802,00 EUR
5	5th General Lyceum of Thessaloniki(E10159718, Greece)	3000-3999 km	7	3	2	5.352,00 EUR

Group of Participants (1, C1 (INDEPENDENT ENQUIRERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
IX Liceum Ogólnokształcące / Poland		Portugal
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	2	6

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	3000 - 3999 km	530	3.180,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C1 (INDEPENDENT ENQUIRERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IES CAYETANO SEMPERE / Spain		Portugal	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	500 - 1999 km	275	1.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C1 (INDEPENDENT ENQUIRERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Liceo delle Scienze Umane e Linguistico "Danilo Dolci" / Italy		Portugal	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C1 (INDEPENDENT ENQUIRERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Mäntsälän lukio / Finland		Portugal	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	4000 - 7999 km	820	4.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C1 (INDEPENDENT ENQUIRERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
5th General Lyceum of Thessaloniki / Greece		Portugal	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	3000 - 3999 km	530	2.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	13.740,00 EUR
Individual Support	14.728,00 EUR
Total Grant	28.468,00 EUR

Activity Details (C2)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	School education	Activity Type	Short-term exchanges of groups of pupils
Activity Title	CREATIVE THINKERS		
Leading Organisation	5th General Lyceum of Thessaloniki(E10159718, Greece)		
Participating Organisations			
Escola Secundária Jaime Moniz(E10084271, Portugal)			
IX Liceum Ogólnokształcące(E10033067, Poland)			
Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)			
Mäntsälän lukio(E10061070, Finland)			
IES CAYETANO SEMPERE(E10139610, Spain)			
Starting Period	04-2021	Duration(days)	5
		Country of Venue	Greece

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

MOTTO: LEARNING REQUIRES THINKING OUTSIDE OF THE BOX.

Day 1

-An international group of students presents their research on what it means to be a Creative Thinker and the typical Learnish expressions in this field. After the mobility, each partner group will design a poster in their native language for their school community about what they have learned. All the schools will start to work on creative thinking skills of their students.

-Watching a clip from Second Nature: The Biomimicry Evolution -looking for specific examples of designs that were inspired by nature.

-Sharing ideas and knowledge through world café structured conversation on innovation and nature as a strong inspirational stimulus.

-Solving riddles challenge. Students split in transnational groups think outside of the box and use their imagination to solve riddles.

-Visiting of Thessaloniki's main sights by bikes. Eco-friendly way to get to know the corner stones of the city and feel the atmosphere of its inhabitants' life. Greek students as tour guides.

Day 2 and 3

-Watching a clip from The Story of Stuff - revising the students' definition of innovation.

-Introduction to the ancient Greek myth of Amaltheia's horn or horn of plenty (Cornucopia), the eternal symbol of abundance- the ancient Greek idea of sustainability. Reflecting on the idea of linear development and consumerism. Fight against packaging in an effort to save resources and reduce garbage.

-Design challenge: students gain an introduction to the design process.

-Students in international teams develop a landscape design for the school yard

-Participating in educational seminar "Thessaloniki Sustainable City - The city as a training area for urban mobility" held by the group Common in Residency and the Environmental Education Center of Vertiskos. The students will become explorers and share important knowledge in a peer2peer context.

-Integration activity: Outdoor sports team tournaments for physical and mental health.

Day 4

-Visit to Arcturos, a non governmental, environmental organization (NGO), focusing on the protection of wildlife fauna and natural habitat. Participating in educational project

Day 5

- Meeting with a volunteer of Callisto (Environmental Organization for Wildlife and Nature). Discuss on how volunteerism activates and involves citizens in the efforts to preserve the environment and improve environmental awareness.

-A volunteering activity: planting the school garden. Implementing of the landscape design made by the students.

-A Cultural visit to Archeological Museum of Thessaloniki (Greek students as tour guides).

Learning to be a CREATIVE THINKER:

* Students do Creative Thinker Checklist at the beginning of the mobility and are asked to co-create the end of the mobility checklist to assess their progress.

Intentional time for that is planned.

*At the end of the mobility students do the end-of -mobility checklist and have time to reflect on their creativity.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Yes

Please explain how this will be achieved and what the expected benefits are.

1. Before the LTT Activities take place in Greece we will collect ideas on international level on the topic: Our ideas to fight over packaging. Students will answer a question: what could plastic be replaced by in my everyday life situations (packaging, clothes, home) on a Padlet. The link and the QR code to the padlet will be shared on the Twinspace.

6 students (one from each partner school) will do research on what it means to be a Creative Thinker. They will make a digital poster in English and list the typical Learnish expressions in this field. They will include practical ideas fostering creativity for students.

6 teachers (one from each partner school) will do research on how to promote creative thinking in the classroom - they will create a practical digital guide for teachers

2. During the mobility, all project students from all participating schools (also those not travelling) will be able to join us for the DESIGN CHALLENGE task. The task and all the preparatory materials will be available on the Twinspace and can be carried out on science lessons at school by means of Cooperative Learning approach.

3. All project students will do the Creative Thinkers checklists, which will be available on the Twinspace.

4. All the materials regarding what it means to be a Creative Thinker will be published on eTwinning(e.g.the posters in English and partners' languages)

Thanks to combining the physical mobility with virtual exchanges through eTwinning

* all the project students will be able to take part in some LTT activities, not only the ones travelling,

*a wider audience will be able to benefit from our materials in English and native languages of participating schools.

5. It is very important for teachers to motivate students to be Creative Thinkers. Specific tips for teachers will be presented on eTwinning and used by all project teachers in their schools.

How is participation in this activity going to benefit the involved participants?

How can we use our creativity for good? Students, in this activity, are going to have an opportunity to design something that could improve life for someone, somewhere on the planet. The world needs creative thinkers if we're going to solve the problems facing a world inhabited by 7 billion people. Designing "for good" will require students to make a critical decision about what "good" means. Their innovative ideas will need to be not only creative, but also beneficial.

BENEFITS IN TERMS OF LEARNING2LEARN:

This activity will help our schools prioritize creativity. All participating schools will explore the idea of "creative competence" alongside the traditional academic competencies in literacy and mathematics.

Our students will develop creativity skills which are psychological skills needed for success in school and in the future workforce.

Creativity will directly enhance our students learning by increasing motivation, deepening understanding, and promoting joy.

Thanks to creativity, our students will get better academic achievement,

Creativity will make learning more fun—leading to joy and positive emotional engagement in students.

Students understand that truly creative people must imagine, and struggle, and re-imagine while working on a project.

Students trust teachers and are not afraid of making a mistake in front of them.

OTHER BENEFITS:

- Development of design, maths, communication, linguistic skills
- Doing sports for a healthier life, eco-commuting
- Learning Active European citizenship
- Getting an attitude of tolerance, openness
- The ability to cooperate with young people from different countries
- International cooperation
- Increase in the level of motivation to learn foreign languages
- Getting engaged in altruistic activities to shape the world around us
- Getting an attitude of tolerance, openness
- Learning about the Greek culture, traditions, customs, history
- Greek students will appreciate their own culture more by sharing it with other nations

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Escola Secundária Jaime Moniz(E10084271, Portugal)	3000-3999 km	7	3	2	5.352,00 EUR
2	IX Liceum Ogólnokształcące(E10033067, Poland)	500-1999 km	7	3	2	4.077,00 EUR
3	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)	500-1999 km	7	4	2	4.758,00 EUR
4	Mäntsälän lukio(E10061070, Finland)	2000-2999 km	7	4	2	5.268,00 EUR
5	IES CAYETANO SEMPERE(E10139610, Spain)	2000-2999 km	7	4	2	5.268,00 EUR

Group of Participants (1, C2 (CREATIVE THINKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
Escola Secundária Jaime Moniz / Portugal		Greece
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
3	2	5

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant		
		2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	3000 - 3999 km	530	2.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C2 (CREATIVE THINKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IX Liceum Ogólnokształcące / Poland		Greece	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
3	2		5

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	500 - 1999 km	275	1.375,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C2 (CREATIVE THINKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Liceo delle Scienze Umane e Linguistico "Danilo Dolci" / Italy		Greece	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	500 - 1999 km	275	1.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C2 (CREATIVE THINKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Mäntsälän lukio / Finland		Greece	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C2 (CREATIVE THINKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IES CAYETANO SEMPERE / Spain		Greece	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	9.995,00 EUR
Individual Support	14.728,00 EUR
Total Grant	24.723,00 EUR

Activity Details (C3)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	School education	Activity Type	Short-term exchanges of groups of pupils
Activity Title	REFLECTIVE LEARNERS		
Leading Organisation	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)		
Participating Organisations			
Escola Secundária Jaime Moniz(E10084271, Portugal)			
IES CAYETANO SEMPERE(E10139610, Spain)			
IX Liceum Ogólnokształcące(E10033067, Poland)			
Mäntsälän lukio(E10061070, Finland)			
5th General Lyceum of Thessaloniki(E10159718, Greece)			
Starting Period	10-2021	Duration(days)	5
Country of Venue			Italy

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

MOTTO: LEARNING IS TO KEEP TRYING EVEN WHEN THINGS ARE HARD

Day 1

- An international group of students presents their research on what it means to be a Reflective Learner and the typical Learnish expressions in this field. After the mobility, each partner group will design a poster in their native language for their school community about what they have learned. All the schools will start to work on reflective learner skills of their students.
- Students in international teams will look for acoustic comfort zones in the school region, examine the level of noise in various places (school, crossroad, home). They will collect personal experiences connected with the influence of noise on their feeling and animals well being.

Day 2

- Healthy Breakfast Festival. Students make healthy sandwiches and salads together and then sell them at school. They donate the money to a chosen charity organization.
- Students in international teams do a research project on “DOES NOISE AFFECT HUMAN LIFE?” (based on the principles of Project Based Learning and Cooperative Learning). They post their conclusions on eTwinning.

Day 3 and 4

- Students in six international teams (each representing a different partner country) record PUBLIC SERVICE NEWS for the project YouTube channel to inform the public about the level of noise they are often exposed to in their schools and towns and the consequences it poses. Each group will post a link to their announcement to share with other project participants in the Twinspace of the eTwinning project.

Day 5

- Cultural visit to Palermo Botanical Gardens, Cathedral and Castle (Italian students as tour guides)
- Volunteering activity: planting Erasmus+ trees

Learning to be a REFLECTIVE LEARNER:

*Intentional time planned after each activity for students reflections on: what they are learning, why they are learning it, how they are learning it, how they are using what they are learning, what their strengths and weaknesses in learning are, what their learning priorities are, how they can improve and build upon their

learning process, how well they are working towards their short-, medium- and long-term goals.

* Everyday reflections on the project Twinspace by each student: Which bits of work today did I find easy or difficult? What things I did worked well in a task and what I might do differently next time? Did I use my previous learning to help me complete tasks? Do I understand I need to be positive to perform well? Did I plan to stop and reflect on my progress in a task and revise my plans when necessary?

*Students do Reflective Learner Checklist at the beginning of the mobility and are asked to co-create the end of the mobility checklist.

Intentional time for that is planned.

*At the end of the mobility students do the end-of -mobility checklist and have time to reflect on their learning and Reflective Learners skills development.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Yes

Please explain how this will be achieved and what the expected benefits are.

1. Before the LTT Activities take place in Italy, the project students will examine the levels of noise in different places in their schools and school towns. They will publish their results on eTwinning.

6 students (one from each partner school) will do research on what it means to be a Reflective Learner. They will make a digital poster in English and list the typical L2 expressions in this field.

6 teachers (one from each partner school) will do research on how to promote reflective learning in the classroom - they will create a practical digital guide for teachers

2. All project students from all participating schools will be able to prepare a questionnaire/interview/ survey about how noises, sounds and silence can affect their own everyday life and feelings. Consequently they will appreciate the importance of listening to themselves and to each other.

3. All project students from all participating schools will be able to do the task "DOES NOISE AFFECT HUMAN LIFE?" - the task will be available on Twinspace and can be carried out on science lessons at schools by means of Cooperative Learning.

4. All project students will do the tasks related to learning to be a Reflective Learner.

5. All the materials regarding what it means to be a The Reflective Learner will be published on eTwinning (e.g. the posters in English and partners' languages) Thanks to combining the physical mobility with virtual exchanges through eTwinning

* we will be able to achieve more goals with a shorter mobility time. Each school will do their tasks regarding their school/town/region on their own beforehand and thanks to this we will be able to use this data and focus mainly on international collaborative activities when all the partners meet,

* all the project students will be able to take part in some LTT activities, not only the ones travelling,

* a wider audience will be able to benefit from our materials in English and native languages of participating schools.

How is participation in this activity going to benefit the involved participants?

BENEFITS IN TERMS OF LEARNING2LEARN:

Thanks to the reflection practice, our students will learn to explore, examine and understand what they are feeling, thinking and learning. They will monitor their own performances and progress. They will be able to enhance the perception they have of reality in its different aspects where the use of five senses will be relevant. Instead of being passive receivers of external expert knowledge, our students will become active creators (and co-creators) of their own knowledge.

As reflective learners the project students will test their informal theories (those that they develop through their experiences as practitioners in the world) against formal theories (those that are developed by researchers and academics).

Our students will understand that 'failure' is part of success. Learning what does not work is on the same path as learning what does work.

OTHER BENEFITS:

- Being aware of sensations, emotions, feelings and thoughts.
- Recording the public service news will allow the students to synthesize the information and place value on it for other people. Moreover, our students will learn another technology savvy method of documenting information.
- Openness and courage in communicating with people from the world, raising students' self-esteem and developing the ability to participate in social interactions.
- Development of maths and science skills, digital, social and linguistic skills.
- Bigger awareness of the impact we have on our health.
- Learning about healthy nutrition and healthy lifestyle.
- Gaining approaches of life-long learning and learning by experience.
- Life-changing experience opening new horizons and new ways of communication and relationship.
- Triggered sense of initiative and entrepreneurship.
- Learning about help without benefits.
- Awareness of the Italian cultural and historical heritage

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Escola Secundária Jaime Moniz(E10084271, Portugal)	2000-2999 km	7	4	2	5.268,00 EUR
2	IES CAYETANO SEMPERE(E10139610, Spain)	500-1999 km	7	3	2	4.077,00 EUR
3	IX Liceum Ogólnokształcące(E10033067, Poland)	500-1999 km	7	3	2	4.077,00 EUR
4	5th General Lyceum of Thessaloniki(E10159718, Greece)	500-1999 km	7	4	2	4.758,00 EUR
5	Mäntsälän lukio(E10061070, Finland)	2000-2999 km	7	4	2	5.268,00 EUR

Group of Participants (1, C3 (REFLECTIVE LEARNERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
Escola Secundária Jaime Moniz / Portugal		Italy
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	2	6

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel			
No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C3 (REFLECTIVE LEARNERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IES CAYETANO SEMPERE / Spain		Italy	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	500 - 1999 km	275	1.375,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C3 (REFLECTIVE LEARNERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IX Liceum Ogólnokształcące / Poland		Italy	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	500 - 1999 km	275	1.375,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C3 (REFLECTIVE LEARNERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
5th General Lyceum of Thessaloniki / Greece		Italy	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	500 - 1999 km	275	1.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C3 (REFLECTIVE LEARNERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Mäntsälän lukio / Finland		Italy	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	8.720,00 EUR
Individual Support	14.728,00 EUR
Total Grant	23.448,00 EUR

Activity Details (C4)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	School education	Activity Type	Short-term exchanges of groups of pupils
Activity Title	TEAM WORKERS		
Leading Organisation	IES CAYETANO SEMPERE(E10139610, Spain)		
Participating Organisations			
5th General Lyceum of Thessaloniki(E10159718, Greece)			
Escola Secundária Jaime Moniz(E10084271, Portugal)			
IX Liceum Ogólnokształcące(E10033067, Poland)			
Mäntsälän lukio(E10061070, Finland)			
Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)			
Starting Period	02-2022	Duration(days)	5
Country of Venue			Spain

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

MOTTO: TWO HEADS ARE BETTER THAN ONE**Day 1**

- An international group of students presents their research on what it means to be a Team Worker and the typical Learnish expressions in this field. After the mobility, each group will design a poster in their native language for their school community about what they have learned. All the schools will start to work on the team work skills of their students.
- A kahoot quiz created by students on the basis of the European Commission reports on the environment and waste: interesting facts about rubbish and the environment
- Watching a movie about the nightmare of our times – the plastic bag
- Presenting the conclusions from each school's analysis on producing rubbish and recycling (local community and the school itself)
- Designing and making eco project bag (international teams)

Day 2 and 3

- Students in six international teams do a brainstorming and research (in the fields of economy, health, medicine, transportation, environment) to prepare arguments for and against in an OXFORD STYLE DEBATE on the topic: PLASTIC SHOULD BE BANNED.

Day 4

- Six Oxford Style Debates (in six different classrooms)
- Volunteering activity - Cleaning the nearby park/forest/beach – putting the plastic rubbish on a separate pile, calculating the proportions, putting all the rubbish into the proper recycling bins. What was the percentage of plastic in the rubbish collected? How much of this plastic can be reused?

Day 5

- A visit to a company responsible for the process of plastic recycling. How can I contribute to proper plastic segregation positively as an individual?
- A cultural visit to Elche Cultural Centre and Alicante - Introducing the Spanish cultural heritage to partner schools (Spanish students as tour guides).

Learning to be a TEAM WORKER

*Students work in TEAMS (not groups). A team has a common purpose and a shared responsibility for success.

- *Students come up with a team name is a team-building activity. By creating a name for themselves, they will start developing a group identity.
- *Teams assign the roles for each member according to Cooperative Learning approach
- *Teams set expectations for their own behavior - they establish their own ground rules.
- *After Day 2 all the teams answer three questions: What does your team do well? What could your team improve upon? What changes will you implement to improve your team processes?
- * Students do Team Worker Checklist at the beginning of the mobility (Do I show respect when collaborating with others? Do I have the understanding how other people in my group feel? Am I able to persuade people I have a good idea? Can I commit to ideas that were not my own? Do I sometimes act as the leader? Do I tell other people when they have done well?) and are asked to co-create the end of the mobility checklist. Intentional time for that is planned.
- *At the end of the mobility students do the end-of -mobility checklist and have time to reflect on their team worker skills.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Yes

Please explain how this will be achieved and what the expected benefits are.

1. Before the LTT Activities take place in Poland, each partner school will do a week analysis on producing rubbish in the local community and the school itself (observing the content of the rubbish bins) and present the results report on the project's Twinspace (kinds of rubbish and their percentage in the common waste rubbish bin, the content and the percentage in the recycling bins).

6 students (one from each partner school) will do research on what it means to be a Team Worker . They will make a digital poster in English and list the typical Learnish expressions in this field.

6 teachers (one from each partner school) will do research on how to promote team work in the classroom - they will create a practical digital guide for teachers

2. All project students will do the tasks related to learning to be a Team Worker during their school classes. The Team Worker Checklists will be available on the Twinspace.

3. All the materials regarding what it means to be a Team Worker will be published on eTwinning(e.g.the posters in English and partners' languages)

Thanks to combining the physical mobility with virtual exchanges through eTwinning

* we will be able to achieve more goals with a shorter mobility time. Each school will do their tasks regarding their school/town/region on their own beforehand and thanks to this we will be able to use this data and focus mainly on international collaborative activities when all the partners meet,

* all the project students will be able to take part in some LTT activities, not only the ones travelling,

*a wider audience will be able to benefit from our materials in English and native languages of participating schools.

How is participation in this activity going to benefit the involved participants?

BENEFITS IN TERMS OF LEARNING2LEARN:

By working together in small groups, students will develop critical thinking skills, exchange knowledge, share expertise, increase motivation and improve their attitudes toward learning. Moreover, they will develop: Organising and Planning Skills, Decision-Making, Problem-Solving, Communication Skills, Persuasion and Influencing Skills, Feedback Skills, Conflict resolution.

When teams establish their own ground rules (such as “everyone must participate”) and processes for conflict resolution (vote, flip a coin, etc.), they address key components of successful teamwork such as positive interdependence, individual accountability and interpersonal skills. Ground rules will help our students function together as a team by recognizing that, in addition to getting the work done, how the work gets done is key.

Our students' team assignments are now more likely to be completed on time and to be of higher quality.

Team Working skill is one of the most desirable 21st skills

OTHER BENEFITS:

- Using maths for life (counting proportions)
- Bigger awareness of one's own responsibility for the environment protection (earth and plastic - conscious consumers, changing habits)
- Engaging learners into voluntary work. They become active citizens and contribute to the civil society in Europe.
- Providing the opportunities for face to face communication and collaboration, cultural participation, innovation.
- Developing all language skills in an integrated way. The participants learn and retain new vocabulary relating to the environment protection and improve the ability to express their opinions and beliefs, solve conflicts.
- Thanks to the participation in the debate, the students develop:
 - * excellent oral and written communication skills.
 - * excellent critical thinking skills.
 - * effective tools for research, organization and presentation.
 - * strategies to overcome fears of public speaking.

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Escola Secundária Jaime Moniz(E10084271, Portugal)	500-1999 km	7	4	2	4.758,00 EUR
2	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)	500-1999 km	7	3	2	4.077,00 EUR
3	IX Liceum Ogólnokształcące(E10033067, Poland)	2000-2999 km	7	4	2	5.268,00 EUR
4	Mäntsälän lukio(E10061070, Finland)	3000-3999 km	7	3	2	5.352,00 EUR
5	5th General Lyceum of Thessaloniki(E10159718, Greece)	2000-2999 km	7	4	2	5.268,00 EUR

Group of Participants (1, C4 (TEAM WORKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
Escola Secundária Jaime Moniz / Portugal		Spain
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	2	6

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant		
		3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	500 - 1999 km	275	1.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C4 (TEAM WORKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Liceo delle Scienze Umane e Linguistico "Danilo Dolci" / Italy		Spain	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
3	2		5

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	500 - 1999 km	275	1.375,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C4 (TEAM WORKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IX Liceum Ogólnokształcące / Poland		Spain	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C4 (TEAM WORKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Mäntsälän lukio / Finland		Spain	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	3000 - 3999 km	530	2.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C4 (TEAM WORKERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
5th General Lyceum of Thessaloniki / Greece		Spain	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	9.995,00 EUR
Individual Support	14.728,00 EUR
Total Grant	24.723,00 EUR

Activity Details (C5)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	School education	Activity Type	Short-term exchanges of groups of pupils
Activity Title	EFFECTIVE PARTICIPATORS		
Leading Organisation	Mäntsälän lukio(E10061070, Finland)		
Participating Organisations			
5th General Lyceum of Thessaloniki(E10159718, Greece)			
IES CAYETANO SEMPERE(E10139610, Spain)			
IX Liceum Ogólnokształcące(E10033067, Poland)			
Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)			
Escola Secundária Jaime Moniz(E10084271, Portugal)			
Starting Period	05-2022	Duration(days)	5
		Country of Venue	Finland

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

MOTTO: A GOOD LEARNER IS A GOOD CITIZEN – SOMEONE WHO IS ACTIVELY ENGAGED IN THE LIFE OF SCHOOL, CLASSROOM, COMMUNITY, TOWN AND COUNTRY.

Day 1 and 2

1. An international group of students will present their research on what it means to be an Effective Participator and what Learnish expressions and words we can use in this field. When the mobility ends, each group will design a poster in their native language for their school community about what they have learned.
2. Movie making workshop with professional film makers on a topic chosen for our purposes (Koulukino – School Cinema Association)
3. Volunteering activity - Building bird houses and hanging them in trees (later we will follow if they become inhabited and give reports on birds nesting in them)

Day 3 and 4

1. Students in two big international teams are asked to plan a charity campaign with the local nature conservation association (theme depending on what the spring is like in 2022. They have to: Set an initial goal, Formulate a strategy to achieve that goal, Craft a powerful narrative, 4Design their website for maximum effectiveness . Each group presents its work in front of the public. Students work long term on this project after their return home - they raise money or awareness and generate events to move their issue forward.
2. Plogging (jogging + picking up litter) - a playful, friendly competition in international teams, Haukankierros.

Day 5

Cultural visit to Helsinki - Finnish Museum of Natural History - guided tours: Change in the Air (biodiversity) or The Four Seasons. Students make notes, take photos and

create their own interpretations of the artifacts and exhibits. Later, their findings are reviewed, reflected on and organized into online galleries with an ArtSpace app.

Learning to be an EFFECTIVE PARTICIPATOR:

*Students have the chance to debate an issue in a big group (15+ people), hear people's views and emotions, then come up with their own suggestions for how they personally could make a difference

*Students solve a problem that needs a lot of different resources and people.

*Everyday reflections by each student on the project blog: Was I an effective listener? Did I enjoy and respond well when interacting with others? Did I make positive contributions during discussions? Did I work with others to reach an agreement? Could I anticipate how others would feel and always behaved responsibly? Did I help

others by giving suitable support and feedback in a sensitive way? Could I select and use a variety of appropriate methods of communication (written word, ICT, the arts?)

* Students do an Effective Participator Checklist at the beginning of the mobility and are asked to co-create the end of the mobility checklist to assess their progress. They do the end-of -mobility checklist and reflect on how and what they have learned. Intentional time for that is planned.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Yes

Please explain how this will be achieved and what the expected benefits are.

1. Before the LTT Activities take place in Finland, all the project students from all participating schools will take the photos of diverse living organisms from their region. They will publish their photos on eTwinning. A formal voting for the best photos for each partner school's official photo exhibition will be organized.

6 students (one from each partner school) will do research on what it means to be an Effective Participator. They will make a digital poster in English and list the typical Learnish expressions in this field.

2. All project students from all participating schools will be able to join the campaigns and contribute to them, by adding their ideas, persuading others and finding solutions.

3. All project students will do the tasks related to learning how to be an Effective Participator. The Effective Participator Checklists will all be available on the Twinspace.

4. Biodiversity In My Camera Competition - each school presents photos of unique natural elements from their regions. All participants vote for the best photo symbolizing Biodiversity on Earth.

5. All the materials regarding what it means to be the Effective Participator will be published on eTwinning (e.g. the posters in English and partners' languages)

Thanks to combining the physical mobility with virtual exchanges through eTwinning:

* we will be able to achieve more goals with a shorter mobility time. Each school will do their tasks regarding their school/town/region on their own beforehand and thanks to this we will be able to use this data and focus mainly on international collaborative activities when all the partners meet,

* all the project students will be able to take part in some LTT activities, not only the ones travelling,

* a wider audience will be able to benefit from our materials in English and native languages of participating schools.

How is participation in this activity going to benefit the involved participants?

BENEFITS IN TERMS OF LEARNING2LEARN:

Students will learn what it means to be an Effective Participator and why it is important. Thanks to the Campaign activity (planning and realizing the campaign), they will develop the four skills:

- *Getting involved (the emotional aspect)
- *Persuading Others (the social aspect)
- *Finding solutions (the strategic aspect)
- *Identifying Issues (the cognitive aspect)

They will learn their active participation can make a considerable difference to a local or national charity, that they can make something happen that makes the Earth and their community a better or more enjoyable place to be.

OTHER BENEFITS:

Appreciating the beauty of nature and biodiversity.

Bigger awareness of the impact we have on the environment.

Getting students to move and to talk face to face - improving the ability to make real life relations.

Learning about help without benefits.

A great intercultural cooperation and long term friendship.

Cross-border cooperation.

Sense of inclusion and solidarity.

Discovering one's potential, strong points in terms of helping others and influencing the society, feeling an important part of the society.

Development of linguistic and digital skills

Development of soft skills: communication, team work, adaptability, problem solving, creativity, time management, interpersonal skills (empathy, mentoring, tolerance)

Collaborative Learning

Development of the artistic sensitivity

Cultural exchange

Awareness of the cultural diversity of Europe

Breaking the barriers, prejudices, stereotypes about different cultures and lifestyles

Development of critical thinking

Better work-related skills, e.g. Better quality level of individual and group work
Contributing to social inclusion and promoting intercultural and civic competences of learners, teachers and locals
Learning about the cultural heritage of Finland
Learning about how to make films

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	IES CAYETANO SEMPERE(E10139610, Spain)	3000-3999 km	7	3	2	5.352,00 EUR
2	IX Liceum Ogólnokształcące(E10033067, Poland)	500-1999 km	7	4	2	4.758,00 EUR
3	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)	2000-2999 km	7	4	2	5.268,00 EUR
4	Escola Secundária Jaime Moniz(E10084271, Portugal)	4000-7999 km	7	3	2	6.802,00 EUR
5	5th General Lyceum of Thessaloniki(E10159718, Greece)	2000-2999 km	7	4	2	5.268,00 EUR

Group of Participants (1, C5 (EFFECTIVE PARTICIPATORS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
IES CAYETANO SEMPERE / Spain		Finland
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
3	2	5

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant		
		2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	3000 - 3999 km	530	2.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C5 (EFFECTIVE PARTICIPATORS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IX Liceum Ogólnokształcące / Poland		Finland	
No. of Participants	No. of Accompanying Persons		Total No. of Participants and accompanying persons
4	2		6

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	500 - 1999 km	275	1.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C5 (EFFECTIVE PARTICIPATORS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Liceo delle Scienze Umane e Linguistico "Danilo Dolci" / Italy		Finland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C5 (EFFECTIVE PARTICIPATORS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Escola Secundária Jaime Moniz / Portugal		Finland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	4000 - 7999 km	820	4.100,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C5 (EFFECTIVE PARTICIPATORS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
5th General Lyceum of Thessaloniki / Greece		Finland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Activity Budget

Budget Items	Grant
Travel	12.720,00 EUR
Individual Support	14.728,00 EUR
Total Grant	27.448,00 EUR

Activity Details (C6)

In this section, you are asked to provide details about this specific activity. The section consists of two parts: Activity Details and Groups of Participants.

In the first part (Activity Details) you are asked to provide information about the planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and to list the other participating organisations. The lead organisation is typically the one hosting the activity in its premises. In case you decide to organise the activity outside of the lead organisation's premises, you must respect the detailed rules provided in the Programme Guide and you need to provide an explanation for this choice as part of the activity description. The other participating organisations are all project partners who will send their participants to take part in the activity. Adding a partner organisation to the list of participating organisations will allow you to ask funding for their participants in the second part of this section.

In the second part (Groups of Participants) you are asked to provide some details about the participants who will take part in this activity. The main purpose of this section is to calculate the budget that the project will receive for the participants' travel, individual support and other expenses. The participants are organised in groups for easier calculation. Each group and its budget are linked to their sending organisation.

Field	School education	Activity Type	Short-term exchanges of groups of pupils
Activity Title	SELF MANAGERS		
Leading Organisation	IX Liceum Ogólnokształcące(E10033067, Poland)		
Participating Organisations			
5th General Lyceum of Thessaloniki(E10159718, Greece)			
Escola Secundária Jaime Moniz(E10084271, Portugal)			
IES CAYETANO SEMPERE(E10139610, Spain)			
Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)			
Mäntsälän lukio(E10061070, Finland)			
Starting Period	10-2022	Duration(days)	5
		Country of Venue	Poland

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

MOTTO: LEARNING IS TAKING RESPONSIBILITY FOR WHAT YOU ARE DOING. THINK FURTHER THAN TOMORROW

Day 1

- An international group of students presents their research on what it means to be a Self Manager and the typical Learnish expressions in this field. After the mobility, each partner group will design a poster in their native language for their school community about what they have learned. All the schools will start to work on self management skills of their students.
- Students in international teams examine the topic: HOW DOES AIR POLLUTION AFFECT OUR LIFESTYLE, HEALTH, THE ABILITY TO LEARN, CLIMATE AND NATURE? (Cooperative Learning and split-screen teaching - 6 stations)
- Festival of Six Cultures – presenting national dances and songs in front of the school public. Selling vouchers for international gadgets - donation.

Day 2

- Examining and evaluating the air quality - experiments in the school's chemistry lab.
- A workshop on air pollution in the Silesian University -Earth Knowledge Department.
- A cultural visit in the Silesian Museum - Polish students as tour guides.

Day 3

- TAKE ACTION - HOW CAN I TAKE CARE OF FRESH AIR IN MY TOWN?- students work in six international teams. Each team develops a presentation that informs one of the partner schools' local community about the air situation in their region. The presentation must state the problem. Provide several actions to take to remedy the situation. Outline the benefits. Students must be realistic in their action proposal. Evaluation of the presentation projects by the whole international group. Which presentation is the most persuasive? What change(s) will you make in your personal life?

Day 4 and 5

- Volunteering activity: Upcycling – making furniture from europallets for donation.
- Educational visit to Kraków, Wieliczka Salt Mine - Introducing the Polish cultural heritage to partner schools (Polish students as tour guides).

Learning to be a SELF-MANAGER:

- * At the beginning of the mobility, students are invited to create norms and agreements on the rules of group cooperation.
- * Students use tasks lists to organize their thinking, planning, and overall work. The sheets have places for teachers, team leaders to sign off when tasks are

completed.

* Students do Self- Management Checklist at the beginning of the mobility and are asked to co-create the end of the mobility checklist to assess their progress.

Intentional time for that is planned.

* Each project student uses a time management log for three days to document how long they spend on specific tasks, assignments, or collaborative work. They share their reflections in their groups and then they conclude in front of the whole project group and on Twinspace.

*Reflection - at the end of the mobility students do the end-of -mobility checklist and have time to reflect on their learning and self-management skills.

Does this activity combine physical mobility with virtual exchanges through eTwinning?

Yes

Please explain how this will be achieved and what the expected benefits are.

1. Before the LTT Activities take place in Poland:

- each project student in each partner school will use a time management log for a week to document how long they spend on specific tasks, assignments, or collaborative work. They will post their reflections on a page created on Twinspace. On the page we will also create a few POLLS to vote with the discussions. The log may surprise students and inspire them to use their time more efficiently.

- each partner country will identify the major and minor local/regional air polluters and answer the following question: What is the quality of air in my school town? Each partner will post their report on Twinspace.

-6 students (one from each partner school) will do research on what it means to be a Self-Manager They will make a digital poster in English and list the typical Larnish expressions in this field.

2. All project students from all participating schools will be able to do the task HOW DOES AIR POLLUTION AFFECT ...? - the task will be available on the Twinspace and can be carried out on science lessons at school by means of Cooperative Learning and split-screen teaching (stations)

3. All project students will do the tasks related to learning to be a Self- Manager.

4. All the materials regarding what it means to be a Self-Manager will be published on eTwinning(e.g.the posters in English and partners' languages)

Thanks to combining the physical mobility with virtual exchanges through eTwinning

* we will be able to achieve more goals with a shorter mobility time. Each school will do their tasks regarding their school/town/region on their own beforehand and thanks to this we will be able to use this data and focus mainly on international collaborative activities when all the partners meet,

* all the project students will be able to take part in some LTT activities, not only the ones travelling,

*a wider audience will be able to benefit from our materials in English and native languages of participating schools.

How is participation in this activity going to benefit the involved participants?

BENEFITS IN TERMS OF LEARNING2LEARN:

Students are invited into the process of managing learning in the classroom.

Students help create the norms and therefore it's more likely that they will follow them and that they will meet the students' needs.

Students get scaffolds to organize their thinking, planning, and overall work.

Checklists and rubrics promote reflection and goal setting, as well as ownership of the work. They are more powerful because they are co-created with students, as students tend to understand and take ownership of expectations.

Using time management logs allows students to document and then reflect upon the time they spend learning and working.

Self-management allows students to follow through on plans to complete assignments, study for tests, and stay focused in class. It is critical to reaching goals related to learning or life, like developing a new professional skill or achieving a goal.

OTHER BENEFITS:

- A higher level of interest in science subjects and maths thanks to the interdisciplinary approach (chemistry and biology to examine the air and maths to design furniture)
- Making the learning process more enjoyable thanks to innovative methodologies
- Bigger awareness of one's own responsibility for the environment protection (air)
- Engaging learners into voluntary work for others
- Providing the opportunities for face to face communication and collaboration
- Developing critical thinking, entrepreneur skills
- Awareness of different cultures and language diversity of EU
- Developing creative, digital, entrepreneur and visual skills
- Developing cooperation, communication skills, proactivity
- Sharing experiences and knowledge
- Developing linguistic competence (English and native language)
- Opportunity for lifelong real (not virtual) friendships
- Learning about the Polish culture, traditions, customs, history
- Polish students will appreciate their own culture more by sharing it with other nations

Summary of Groups of Participants

In the following table, please define the groups of participants who will require funding to participate in this activity. Participants who do not require funding (for example local participants) do not need to be specified in this part.

ID	Sending Organisation	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Escola Secundária Jaime Moniz(E10084271, Portugal)	3000-3999 km	7	4	2	6.288,00 EUR
2	IES CAYETANO SEMPERE(E10139610, Spain)	2000-2999 km	7	4	2	5.268,00 EUR
3	Mäntsälän lukio(E10061070, Finland)	500-1999 km	7	4	2	4.758,00 EUR
4	Liceo delle Scienze Umane e Linguistico "Danilo Dolci"(E10224760, Italy)	500-1999 km	7	3	2	4.077,00 EUR
5	5th General Lyceum of Thessaloniki(E10159718, Greece)	500-1999 km	7	3	2	4.077,00 EUR

Group of Participants (1, C6 (SELF MANAGERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue
Escola Secundária Jaime Moniz / Portugal		Poland
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons
4	2	6

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant		
		3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	3000 - 3999 km	530	3.180,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (2, C6 (SELF MANAGERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
IES CAYETANO SEMPERE / Spain		Poland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	2000 - 2999 km	360	2.160,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (3, C6 (SELF MANAGERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Mäntsälän lukio / Finland		Poland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
4	2	6	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	7	406,00 EUR	1.624,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
3.108,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
6	500 - 1999 km	275	1.650,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (4, C6 (SELF MANAGERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
Liceo delle Scienze Umane e Linguistico "Danilo Dolci" / Italy		Poland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	500 - 1999 km	275	1.375,00 EUR

Exceptional Costs for Expensive Travel

Request Exceptional Costs for Expensive Travel

Group of Participants (5, C6 (SELF MANAGERS))

To request funds for participants in this group, please complete the information below.

Please note that there are two categories of persons who can be funded: people directly taking part in the planned activity (always referred to as participants) and accompanying persons. Accompanying persons include teachers or other staff travelling together with pupils, as well as assistants supporting participants with special needs.

Grant rates for Individual Support are different for participants and accompanying persons. Therefore, you need to specify the requested duration for Individual Support separately for the two categories of persons. At the same time, grants for travel are the same for participants and accompanying persons. Therefore, for travel you should add together all persons requiring a grant.

Finally, please be aware that in case later on you decide to modify the information about the activity (e.g. its duration or number of participants), the modification will not be automatically reflected for the different groups of participants and different budget items. Therefore, please make sure that all budget requests are correct before submitting your application.

Sending Organisation		Country of Venue	
5th General Lyceum of Thessaloniki / Greece		Poland	
No. of Participants	No. of Accompanying Persons	Total No. of Participants and accompanying persons	
3	2	5	

Group of Participants - Budget

Individual Support

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the

activity.

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
3	7	406,00 EUR	1.218,00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	7	742,00 EUR	1.484,00 EUR

Total Individual Support Grant
2.702,00 EUR

Travel

No. of Persons	Distance band	Grant per Participant	Total Travel Grant
5	500 - 1999 km	275	1.375,00 EUR

Exceptional Costs for Expensive Travel

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Activity Budget

Budget Items	Grant
Travel	9.740,00 EUR
Individual Support	14.728,00 EUR
Total Grant	24.468,00 EUR

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	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Requested Grant
Total					0,00 EUR

Exceptional Costs

Id	Organisation	Country of the Organisation	Description and Justification	Requested Grant (75%)
Total				0,00 EUR

Follow-up

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

We will evaluate the project at the beginning, every three months and the end of the project in the terms of arriving its goal in national and European dimension with:

- checklists on Learning to Learn Competence (PLTS framework) - all students in the participating schools will do the checklists by means of google tools
- observations of the Professional Learning Communities' activities (questionnaires for teachers, open door approach, information about PLTS framework on the school's website)
- face-to-face interviews and quick(30 seconds - 5 questions)surveys during the project, which will measure the project's impact on the school, teachers, pupils, their families, the local community
- observations of students' performances on Project (Twinspace)
- the evaluation of the achievements of the students (maths, science subjects, English language)- the students' school reports
- the analysis of the peers' impact on low-skilled pupils' performances in science subjects
- observing student's initiative and responsibilities
- conducting, together with the volunteers, ex-ante and ex-post evaluation of performed activities (by interviews)
- the analysis of the YouTube project channel and blog with the number of the posts, videos, entries and their frequency

These will be our indicators of our achievement whether we reach our goals or not and to what extent:

- embedding Personal Learning and Thinking Skills in the school practice
- the school's vision (Building Learning Power) made clear to the students, parents and the local community (posters on the school's corridors, information on the school's website)
- the use of Learnish by both students and the teachers, student centered activities, collaborative learning taking place on a regular basis
- an increase to the rate of students' learning skills of 30%
- the number of visitors to our project website, blog
- the decline of the students' early school leaving (attendance school reports of the pupils)
- the increase in the number of low-skilled students' participating in various events at school
- the rise in involvement in volunteer work and community activities among students and local people
- the rise in the eco-friendly dimension of the schools and local communities
- the rise in the enthusiasm of teachers for their every-day work and students for learning
- the rise in interest in science subjects

Each participant of the project will answer the questions in an inquiry regarding the quality of the activities organized within the project: Were you engaged in the project activities? Did you have fun doing its tasks? Which, from the above, was your favourite task? Tell us why. Has the project helped you to extend your knowledge about partner countries? Did it help to break the barriers and get closer to other people and nature? Did you improve their foreign and mother language/emotional/social/digital skills? What do you think about the atmosphere during realization of the project? Was it friendly?

How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

There is a growing global desire to find out what we need to change in our educational systems to make the difference; the difference between producing pupils who simply pass or fail exams and producing independent lifelong learners who can thrive in the fast moving, knowledge based economy of the 21st century. With this project and its focus on PLTS and volunteering we want to give our schools an opportunity to redress the imbalance between the content driven testing culture we now have and a creative, active approach to learning. Thanks to the project, the involved schools will learn how to help young people to become better learners, both in school and out by cultivating habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently, and creatively. Students who are more confident of their own learning ability learn faster and better. They concentrate more, think harder, and find learning more enjoyable. They do better in their tests and external examinations. They have effective communication skills, a thirst for learning, aspiration, initiative and self-discipline.

This project is only a start to build Learning Power in the involved schools. We also want to continue volunteering, eco-friendly path, Project Based Learning and Cooperative Learning in our schools. We want to develop the international dimension of our schools by participating in more eTwinning and Erasmus+ projects.

In the long-term, we expect the project to have the following impacts on all the present and future STUDENTS:

- Better emotional and social wellbeing
- Development of Learning To Learn competence
- Considerable increase in Key competences, social skills, sense of initiative and entrepreneurship
- A big improvement of linguistic skills,
- Enjoying maths and science
- A bigger awareness of global and environmental issues and the influence we have on our planet
- Improvements on the sense of solidarity, cooperation, team spirit, communication skills
- Gaining Volunteering work spirit

This all will make them well-equipped to deal with the complex demands of 21st century living and working.

Impacts on the STAFF:

- Adapting the style of teaching to the changing world
- Being a part of the Professional Learning Community will help teachers feel less lonely in their classrooms, they will learn to learn from each other, change competition into cooperation
- Learning practical new teaching skills, approaches and methods based on the newest research in neuroscience (Project Based Learning and Cooperative Learning)
- Development of ICT and language skills

INVOLVED SCHOOLS:

- Early school leaving reduction
- Integrating the global dimension, innovative student centered methods of teaching and volunteering work into the school curriculum.

This project's results will serve as a base for another Erasmus+ strategic partnership project in the future, which will be focused on Gallup's talents - helping our students discover and develop their strengths.

Please describe your plans for dissemination and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

1) Dissemination plan at schools of all partners

- a) All documents, tasks, the photos of the activities, aims, the activities plans, videos, presentations, analyses, posters, international cooperation results will be shared in the Project and eTwinning website
- b) The school project corner will be established by the pupils and the teachers to give information about the project to the students, the teachers and the school visitors.
- c) The project tablo will be open to public.
- d) We will introduce our project on EU day, organization of school events, the day of Foreign languages and Erasmus+ Day to students, families and the public.
- e) The project will promote an open access to the project products. All the project materials will be free downloadable in the project and eTwinning website and on Pinterest
- f) The project activities will be included in the school curriculum

2) Dissemination plans locally

- a) The articles, newsletters connected with the project will run on the magazines, the local press or local television channel
- b) Working with other ASSOCIATIONS, NGOs and universities will be very beneficial to the partnership and it is a good way of dissemination
- c) PARENTS are also likely to inform other parents and their local community of the ongoing activities and spread the partnership and organization activities further
- i) The project results will be exhibited on festivals and school events
- j) We will inform other schools about the project locally by giving conferences and having meetings with them

3) Dissemination plan at EU level

- a) Presenting the project activities, events, results, evaluation tools, pupils' artistic works-exhibitions, pictures, videos the project's and eTwinning website - eTwinning: Twinspace and events
- b) The pupils will share their experiences with photos, videos on the YouTube channel and blog and they will reach a large group of people
- c) Personal Learning and Thinking Skills framework together with the practical concepts and posters will be translated into all participating schools' languages and the dissemination will be international
- d) Project interim and final report will be sent to NA and NA dissemination platform will be used
- e) We will share all the methodological materials invented in this project on Pinterest for other teachers to use.

Our target groups will be other teachers and head teachers in our schools and beyond our schools (on the local, national and international level) - promoting innovative methods of teaching, Building Learning Power and Professional Learning Communities; the students in our schools and their families and wider public - promoting the development of PLTS, team work, volunteerism, eco-friendly life; NGOs, associations - cooperating to produce the results in the field of education and volunteering.

Charity and eco-friendly organizations will benefit from our project because our students will support them by volunteering and promoting their roles and needs.

Annexes

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

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

File Name	File Size (KB)
Oświadczenie_IXLO_Sosnowiec_20_KA229.pdf	288

Please attach any other relevant documents.

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

File Name	File Size (KB)
Pełnomocnictwo_IXLO_KA229_2020.pdf	64
Pełnomocnictwo_erasmus_Z.Byszewski.pdf	429
Total Size (KB)	781

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: PL01 Foundation for the Development of the Education System

Please also keep in mind the following:

- Only the coordinating school needs to submit the application to its National Agency. Partner schools need to be listed in this application and must not submit the same application to their own National Agencies. If similar or identical applications are submitted by different schools to different National Agencies, all applications may be rejected.
- Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency. Before submitting your application, make sure that all participating schools are eligible in their respective countries.
- The documents proving the legal status of the applicant and each partner must be uploaded in the Erasmus and European Solidarity Corps platform (for more details, see Part C of the Programme Guide - 'Information for applicants').

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-eforms-privacy_en.htm

- I agree with the Specific Privacy Statement on Data Protection

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.

Version	Submission Time	Submitted by	Submission ID	Submission Status
1	2020-04-20 08:01:06	katarzyna.abaca@ gmail.com	1645810	 Success
2	2020-04-23 02:02:16	katarzyna.abaca@ gmail.com	1651961	 Success