



A. General Information

This application form consists of the following main sections:

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

By using this electronic application form you are applying for a Strategic Partnership for schools only. If successful, your partnership will be contracted through a series of mono-beneficiary Grant Agreements. For more information about the alternative contracting model (through a multi-beneficiary Grant Agreement for Strategic Partnerships in school education) please consult Part C of the Programme Guide or contact your National Agency.

You can also find information on how to fill in this application form by reading the e-Forms Guidelines.

B. Context

| | |
|--|---|
| Programme | Erasmus+ |
| Key Action | Cooperation for innovation and the exchange of good practices |
| Action | Strategic Partnerships |
| Which field is the most impacted? | Strategic Partnerships for Schools Only |
| Main objective of the project | Exchanges of Practices |
| Call | 2016 |
| Round | Round 1 |
| Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time) | 31-03-2016 12:00:00 |
| Language used to fill in the form | English |

B.1. Project Identification

| | |
|---------------------------------|-------------------------------------|
| Project Title | TRAVELLING AROUND TALES AND STORIES |
| Project Acronym | |
| Project Start Date (dd-mm-yyyy) | 01-09-2016 |
| Project Total Duration (Months) | 24 months |

Form hash code: 2462AE1E5AE60F16

Form has not been submitted yet





Project End Date (dd-mm-yyyy)

31-08-2018

Applicant Organisation Full Legal Name (Latin characters)

CEIP GRACIANO ATIENZA

Form hash code



2462AE1E5AE60F16

B.2. National Agency of the Applicant Organisation

Identification

ES01 (ESPAÑA)

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

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



C. Priorities

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

SCHOOL EDUCATION: Addressing underachievement in the basic skills of maths, science and literacy through more effective, innovat

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

SCHOOL EDUCATION: Strengthening the profile of the teaching professions

Please comment on your choice of priorities.

We are going to work in this project through innovative methodologies, such as Project work and task based learning, Multiple Intelligences, etc., which will help us to attend to the diversite in our classrooms. Moreover, the exchange of information among the schools will provide the teachers expanded horizons to develop the teaching and learning process.



D. Participating organisation(s)

D.1. Applicant Organisation

| | |
|-------------------------------------|---------------------------|
| PIC | 921706417 |
| Full legal name (National Language) | |
| Full legal name (Latin characters) | CEIP GRACIANO ATIENZA |
| Acronym | |
| National ID (if applicable) | 02003077 |
| Department (if applicable) | |
| Address | C/ INFANTE JAIME, 23 |
| Country | Spain |
| Region | ES42 - Castilla-La Mancha |
| P.O. Box | |
| Post Code | 02600 |
| CEDEX | |
| City | VILLARROBLEDO |
| Website | |
| Email | 02003077.cp@edu.jccm.es |
| Telephone 1 | +34967140777 |
| Telephone 2 | +34660515876 |
| Fax | |

D.1.1. Profile

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

D.1.2. Background and Experience

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

CEIP Graciano Atienza is in Villarrobledo, in the province of Albacete. Having almost 30,000 inhabitants, it's one of the largest towns



in Castilla-La Mancha. Villarrobledo is located 80 km from the city of Albacete. The area of La Mancha is characterized by a long distance between locations. The nearest villages and cities next to ours are 20 km away, what causes the feeling of isolation in the population. We miss some services such as cinemas, restaurant chains, shops, malls,... which undoubtedly would enhance the attraction of our city. On the other hand, Villarrobledo is located in the heart of La Mancha, about 200 km from Madrid and Levante coastal areas. It is characterized by being one of the municipalities with the largest area in Spain and has one of the largest lands of vineyards in the world, being the town with more world wine production. We believe that this fact should be known internationally. All we need is to develop a European project to be disclosed and open our arms to Europe.

Our school, CEIP Graciano Atienza, is a public Kindergarden and Primary Education centre, which is integrated within the Plan of Multilingualism in Castilla - La Mancha. We started developing the Bilingual Sections project in the school year 2009/2010, being the first pre-primary and primary school in Villarrobledo that launched this project. Thanks to bilingual education English is taught 210 minutes per week in Kindergarden. Whereas in Primary, non-linguistic disciplines taught in the foreign language are Natural Science, Social Science and Arts and Crafts for 8 hours per week. At the beginning of the bilingual project, Physical Education was also taught in English. Also, the first five years of bilingualism we had an English assistant for conversation. This offered teachers, from different nationalities and accents, to the children, so as to work from a communicative perspective. That is why students have already had contact with the Anglo-Saxon culture.

It was decided to meet the challenge of providing multilingualism and multiculturalism as main aims of our Educational Project, considering that European students should aspire to be trained as citizens who have the ability to communicate in a second language from their earliest ages. Thus, it is increasing the possibility of acquiring linguistic skills. Consequently, we are in the duality of being an innovative centre and, on the other hand, promoting respect for different languages and cultures, among other ways, through contact with people of other nationalities .

Our center is made up of 28 teachers divided into Kindergarden (7 teachers) and Primary (12 teachers). In addition, we have 2 E. F. experts, a Music teacher, a specialist in Therapeutic Pedagogy, to work with students with special needs, a specialist in speech therapy teacher, one counselor, two Religion teachers and the Management Team. In our staff there are 11 English teachers and others who are being training in that language. The number of students is 420: 130 in Kindergarden and 290 in Primary Education. We have an important diversity in our classrooms: students with special needs, 26 from ethnic minorities and 43 from other countries (Eastern Europe, Latin America, North Africa, etc.).

From the socioeconomic and cultural points of view, families in this centre have traditionally been a medium-low level. Mainly they worked in the agricultural sector and construction. The current economic situation in Spain has also been reflected in our school. The family economy has been greatly reduced, since most have suffered the effects of unemployment, especially the construction sector, having a significant number of people who cannot even cover basic costs of food and living, finding great difficulty to pay for books and school supplies and much more, to pay fees related to participation in a club, sport or extracurricular activity.

Families are organized through the Parents' Association (AMPA). Their level of participation in the life of the centre is remarkable and, in fact, for years, they are responsible for the supply, organization and development of the extracurricular activities. That is why families have shown their support in applying for this European project. They consider that the improvement in the teaching and learning process is essential for the motivation of their children.

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

Activities:
- Experience in Project work and task based learning.
- Project Development annually in In Kindergarden Education, such as "Vintage", "Seasons", "How we grow up", "My little Constitution"..
- Projects are also carried out in Primary: "The solar system", "Christmas around the world", "Don Quixote", "Endangered sea creatures" "Traveling around the world", "History inventions", "The blue planet" "Famous athletes around the world" "Let's communicate in Inglés", "The World Cup" "Ancient sports" "Ancient Olympic games" "Let's do acrosport". "Prehistory project," Let's write stories ", " Theatre in our classroom", "Let's build our machines", "Spain project: Geography and Climate", "Let's save the Oceans"
- Oral presentations related to scientific experiments.
- Learning an Idiom per week to increase communicative competence in the foreign language.



- Participation in online activities through blogs, such as www.englishlynxes.blogspot.com.
- Festivals and celebrations: "European Day of Languages", "Halloween" with a pumpkin contest, hats, etc.
- "Languages week": with various workshops in both English and Spanish. Each year is dedicated to a topic. This year will be the sea.
- "European project": To learn about customs, monuments, flags, capitals of different countries. We will develop a book and make murals to place in the school hall.
- Collaboration with several e-Twinning projects: "Christmas cards", "The characters adventure entertainment" and "Olympic Games in Rio and Books with Love".
Project work in the classroom improves the quality of teaching and coordination between the tutor and the English teacher, as they prepare interrelated activities which will be meaningful and motivating for our children.

In relation to our experience, the teachers have been trained in different areas:

- Cooperative learning and other methodologies:
- Program "Learn to learn", by Pere Pujolas. It has been useful to put into practice techniques such as: 1, 2, 4, Numbered heads, Puzzle, Running dictation...
- Conference "Language Teaching" through a Constructivist Approach. Albacete 2007
- Expert in Cooperative Learning, from the University of Alcala de Henares. Globalized project: Economic sectors.
- Methodology on Multiple Intelligences, meaningful learning in the classroom.
- Training in Reading and Writing development from a constructivist approach. The starting point is the text as a meaningful way to learn to read and write, developing significant activities: writing the own and peers' names, preparation of recipes... This process finishes with narrative texts at different levels of difficulty, depending on the age of the students.

ICT training:

- Continuous training to use ICT and Interactive digital boards as learning tools, through blogs, Skype, storytelling, writing.
- Development of digital contents through various programs.
- Collaboration in eTwinning projects where specific activities are shared.

Language Training:

- Bilingual project in the school for 6 years, teaching Natural and Social Science, Arts and Crafts and Physical Education in English.
- Participation in regional eTwinning conference in Albacete, November 2015.
- Didactic English Training (PALE) in 2011.
- Different courses to improve English.
- Training in language immersion for all the teachers.
- Workshop on CLIL methodology, by Regional Government in Castilla-La Mancha, in 2013.
- Jolly Phonics Course in 2013.
- Most teachers both in Kindergarden and Primary have completed their training in B2 and C1 the Official Language Schools. Their formation will improve this multicultural project.

When it comes to talking about the Management team, their Educative Project includes the participation in Erasmus + Programs, so as to give more coherence and cohesion to the Linguistic Plan of the school. They have provided assistance to different conferences, courses, etc.

The Principal of the school has been trained in:

- Special Education.
- Attention to diversity and curricular adaptations.
- Evaluation of teaching-learning process.
- Constructivism in the classroom, allowing the students to investigate in the classroom.
- Speaker at Project based work meetings.
- New technologies and Cooperative learning in the classroom.
- Speaker at Provincial Attention to diversity meetings.

Finally, the Orientation (Attention to Diversity) Team has achieved their B1 and B2 qualifications in English. Also they are experts in Attention to diversity measures and have been trained in Cooperative work and Project based learning, ICT, etc.



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

No

D.1.3. Legal Representative

| | |
|-------------|--------------------------------|
| Title | MISTER |
| Gender | Male |
| First Name | ANTONIO |
| Family Name | ALMANSA CALERO |
| Department | |
| Position | DIRECTOR |
| Email | antonioalmansacalero@gmail.com |
| Telephone 1 | +34967140777 |

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

D.1.4. Contact Person

| | |
|-------------|--------------------------|
| Title | MISS |
| Gender | Female |
| First Name | ANA DOLORES |
| Family Name | SEGOVIA HARO |
| Department | |
| Position | TEACHER |
| Email | anasegoviaharo@gmail.com |
| Telephone 1 | +34967140777 |

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

D.1.5. Contact Person

| | |
|-------------|-----------------|
| Title | MISTER |
| Gender | Male |
| First Name | JUAN JOSE |
| Family Name | MARTINEZ ORTEGA |



| | |
|-------------|-------------------------|
| Department | |
| Position | ENGLISH TEACHER |
| Email | martinico1975@gmail.com |
| Telephone 1 | +34967140777 |

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

D.1.6. Contact Person

| | |
|-------------|----------------------|
| Title | MRS. |
| Gender | Female |
| First Name | ROSA |
| Family Name | GARCÍA TOMÁS |
| Department | |
| Position | TEACHER |
| Email | lapegolina@gmail.com |
| Telephone 1 | +34967140777 |

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



D.2. Partner Organisation

| | |
|-------------------------------------|----------------------------|
| PIC | 940135350 |
| Full legal name (National Language) | Ballysillan Primary School |
| Full legal name (Latin characters) | Ballysillan Primary School |
| Acronym | |
| National ID (if applicable) | 1016076 |
| Department (if applicable) | |
| Address | Ballysillan Park |
| Country | United Kingdom |
| Region | UKN0 - Northern Ireland |
| P.O. Box | |
| Post Code | BT14 8LT |
| CEDEX | |
| City | Belfast |
| Website | www.ballysillanps.com |
| Email | |
| Telephone 1 | +442890391668 |
| Telephone 2 | |
| Fax | |

D.2.1. Profile

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

D.2.2. Background and Experience

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

Our school is situated in the heart of the community in attractive and spacious grounds with a stunning view of Belfast. Ballysillan caters for children from Nursery through to Primary 7. The school was a new purpose built building which is still considered to be modern and spacious. It is set on an extensive site with both green and



tarmacked playing areas at the bottom of Cave Hill.

In our school we have 6 full time teachers, 1 part time special needs teacher, 4 classroom assistants and 8 support assistants. Our school encompasses 150 pupils from a wide range of backgrounds. Our committed and enthusiastic staff work tirelessly to nurture and support all our children, helping them to develop the confidence and skills they will need in later life, ensuring every child learns in a secure and happy environment. We strive to instil values of respect for all, and an understanding of rights and responsibilities. The school aims to bring out the best in students at all times by instilling a sense of pride in themselves, the school and the community. As a community, Ballysillan would be classified as low socio-economic catchment area resulting in predominant in social housing and a high proportion of children receiving free dinners (approximately 55%). At Ballysillan we pride ourselves on being a fundamental part of the local community and over the past number of years we have worked hard to forge strong links with organisations such as Youth for Christ at the Blue Houses, Girls' and Boys' Model, Shanill Women's Centre, Emergency Services and Time to Read mentors.

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

In Ballysillan we aim to create a friendly, safe and happy environment for all. We aim to build on success not failure, so our children will be encouraged to the full in anything and everything they are good at, or have a keen interest in developing. Our learning support assistants provide expert care for 34% of our children who have a statement of special needs which ensures that all children, irrespective of their learning ability, are supported through an extensive range of strategies and activities.

We aim to provide a broad and balanced curriculum in line with the Northern Ireland Curriculum. Great emphasis is placed upon child centred learning, developing independence, acquiring skills for life and ensuring that all children feel confident and valued in a safe environment.

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

No

D.2.3. Legal Representative

| | |
|-------------|-------------------------------|
| Title | Mrs. |
| Gender | Female |
| First Name | Michele |
| Family Name | Megrath |
| Department | |
| Position | Principal |
| Email | bkecskemeti@ballysillanps.com |
| Telephone 1 | 07546978408 |

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

D.2.4. Contact Person



| | |
|-------------|-------------------------------|
| Title | Mister |
| Gender | Male |
| First Name | Balazs |
| Family Name | Kecskemeti |
| Department | |
| Position | International Coordinator |
| Email | bkecskemeti@ballysillanps.com |
| Telephone 1 | 07546978408 |

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

**D.3. Partner Organisation**

| | |
|-------------------------------------|-------------------------------------|
| PIC | 947423639 |
| Full legal name (National Language) | |
| Full legal name (Latin characters) | Ukmerge darzelis -lopselis "Eglute" |
| Acronym | |
| National ID (if applicable) | 190324095 |
| Department (if applicable) | |
| Address | Antakalnio g.49a |
| Country | Lithuania |
| Region | LT00A - Vilniaus apskritis |
| P.O. Box | |
| Post Code | LT20155 |
| CEDEX | |
| City | Ukmerge |
| Website | www.ukmergeseglute.lt |
| Email | |
| Telephone 1 | +37034064294 |
| Telephone 2 | |
| Fax | +37034064295 |

D.3.1. Profile

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

D.3.2. Background and Experience

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

Our kindergarten is located near the capital of Vilnius about 50 km.
We are proud of historical sites. Tourists visit mansions ring and taste traditional dishes in Ukmerge. We are famous for horses ,
ethnoculture, non-traditional arts. We would like to show your culture and learn about other cultures, traditions.



Our kindergarden are involve in various activities (projet, educational trips, organize seminars, share experiences with colleagues). We are glad that joined eTwinning projects („Magic children's crafts“, Christmas Songs and carols around Europe“, „Christmas Wishes“, „ONE PHOTO...A THOUSAND WORDS“ and other) we received a European Quality Label for project activities in kindergarden. Also present Erasmus+ „In the fairy forest“ as a partner, soon will complete. We have received many acknowledgments for a good work in project. We want to enrich their knowledge with others, so dare to be coordinators. Us need experience and support, so we want to join another project as partners. To become strong, you need a team of teacher. One soldier field of battle don't win, so I have a colleague who helps this Vyganta Blažienė, Vida Barinova, Nijolė Šeštokė .

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

Our kindergarden are involve in various activities (project, educational trips, organize seminars, share experiences with colleagues). We are glad that joined eTwinning projects („Magic children's crafts“, Christmas Songs and carols around Europe“, „Christmas Wishes“, „ONE PHOTO...A THOUSAND WORDS“ and other) we received a European Quality Label for project activities in kindergarden. Also present Erasmus+ „In the fairy forest“ as a partner, soon will complete. We have received many acknowledgments for a good work in project. We want to enrich their knowledge with others, so dare to be coordinators. Us need experience and support, so we want to join another project as partners. To become strong, you need a team of teacher. One soldier field of battle don't win, so I have a colleague who helps this Vyganta Blažienė, Vida Barinova, Nijolė Šeštokė .

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

Yes

Please indicate:

| EU Programme | Year | Project Identification or Contract Number | Applicant/Beneficiary Name |
|--------------|------|---|----------------------------|
| Erasmus + | 3 | 2014-1-SK01-KA201-000441_8 | In the fairy forest |

D.3.3. Legal Representative

Title: Mrs

Gender: Female

First Name: Meilé

Family Name: Jaseviciené

Department:

Position: Director

Email: u.eglute@gmail.com

Telephone 1: +37034064295

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

D.3.4. Contact Person

Title: Mrs



| | |
|-------------|---------------------------------------|
| Gender | Female |
| First Name | Rita |
| Family Name | Pumputiene |
| Department | |
| Position | English teacher / Project coordinator |
| Email | ritapum@gmail.com |
| Telephone 1 | +37061023374 |

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



D.4. Partner Organisation

| | |
|-------------------------------------|------------------------------|
| PIC | 942172544 |
| Full legal name (National Language) | Istituto Comprensivo Lentini |
| Full legal name (Latin characters) | Istituto Comprensivo Lentini |
| Acronym | |
| National ID (if applicable) | pzic848008 |
| Department (if applicable) | |
| Address | via Roma 102 |
| Country | Italy |
| Region | ITF5 - Basilicata |
| P.O. Box | |
| Post Code | 85044 |
| CEDEX | |
| City | Lauria |
| Website | www.iscolentini.gov.it |
| Email | |
| Telephone 1 | +390973823292 |
| Telephone 2 | |
| Fax | +390973823292 |

D.4.1. Profile

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

D.4.2. Background and Experience

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

The City of Lauria, on which operates the "I.C Lentini", you can define the mountain. The population of 14,800 inhabitants, is spread over an area of 18,000 hectares. Just over half of the residents is located in two large wards, the rest is divided into small rural towns, far from urban centers and, sometimes, far from each other. Almost all rural households are located at a height, compared to sea



level, above 800 m, so often, during the winter, the heavy snow will stop road links with the "center". Travel times, for pupils commuters, vary from a minimum of 20 minutes to a maximum of 45 minutes.

Nemoli is a small country that borders Lauria. From the current school year the public schools are part of I.C Lentini. The Comprehensive School "Lentini" has 715 students, aged 3 to 14 years. Consists of five pre-primary schools located respectively in via XXV Aprile and in the districts of Pecorone, of . Cogliandrino and Seluci; four primary schools, located in Largo Via Plebiscito and fractions Pecorone, of Cogliandrino, Madonna del Carmine and Nemoli. The secondary school classes of First Instance, are on Via Roma in Lauria, and in Nemoli.

All pre-primary schools have the following working hours: 8.30 to 16.30, including lunch.

Teachers play 25 hours of weekly instruction in weekly shifts. The contemporaneity hours are used in laboratories (creativity, theater and movement, scientific experimentation), for the conduct of regular curricular activities for the realization of events (Christmas, Carnival, the Offer expansion projects Formative). In primary schools G. Marconi, V. Limongi, Cogliandrino and Nemoli is implemented in the form of time "full-time" that is 40 hours per week (including time table), with two teachers per class. The teaching-educational activities are spread over five days a week (Monday to Friday).

In the Primary School of Pecorone, however, works a form of time "extended time" of 33 hours, spread over five days a week (Monday and Friday at 8.30 to 13.00; Tuesday, Wednesday and Thursday from 8.30 to 16 , 30), inclusive of curricular activities, workshops and canteen.

The Local Authority ensures operation of canteen services and transport. The teachers of the schools full-time, weekly 20 hours of teaching, 2 hours of programming, and 2 hours of recovery aimed at assessing and defining the teaching actions, also in order to ensure the unity of the various educational interventions.

Teachers, Primay School of Pecorone, perform 23 hours of instruction, including 1 hour service canteen, and 1 hour of programming. In the secondary school of first instance the system of school time is divided on 6 days a week, with a module of 36 hours including time table.

The school organizes: solidarity paths for inclusion; early detection projects of learning disabilities; She collaborates with the ASL for the early diagnosis of dyslexia.

The Comprehensive School Lentini, for many years, develops European projects in Comenius and eTwinning.

The Comprehensive School Lentini, it's provincial polo school for the formation of the Ministry of Education PNSD (national digital school plan). From January 2016, I.C Lentini, is "school 2.0", among the 35 Italian schools 2.0; it's proprietor of PON projects 2014-2020.

Strengths

- Boys respectful and polite
- Availability of families to collaborate
- Good traditional craftsmanship
- Attachment to work
- Environmental Resources (Massif Sirino - Terme di Latronico - Pollino National Park - Maratea)
- Presence of public agencies (the Mountain Community, the hospital), cultural associations, voluntary associations.

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

The Comprehensive School Lentini, for many years, develops European projects in Comenius and eTwinning. We want to develop the key skills of our students in a creative environment innovative and motivating with the use of ICT. The school has always been committed on topics related to the field of knowledge of the other in a European vision, through the study of history, customs and traditions uses, which aim to bring all students to a European citizenship awareness. The project fully satisfies our need to facilitate the reading of different social environments to ours, stimulate their ability to solve problems and optimize the design / implementation strategies; promote an active attitude on the basis of observations and discovery and focused on achieving a reflection in growth, awareness and self-assessment of its processes; strengthen the descriptive ability, and documentation skills; improve the ability to work in teams by improving communication skills. You want in this way, promote the innovative teaching of social and technological culture, through the use of a common language: English, oriented to the solution of problems and then curled toward the "learn how to learn." All teachers are projected towards a widening of social and language skills with emphasis on reading and understanding. This project is an excellent opportunity for the inclusion of disabled students. The comparison and exchange of experiences are, in our opinion, a great opportunity for professional and personal growth. Some teachers have developed civic education projects, reading and knowledge of others through stories, myths and legends, with Comenius and eTwinning methodology.

Through the platform eTwinning children and teachers, they have shared experiences with other European schools, by applying constructivist methodology. Pupils work in groups, to promote cooperation, and the inclusion of the weakest. Students use ICT to collaborate and cooperate with the European and national schools, and greater dissemination of their work. In addition, the arrival



of new multimedia tools, cl @ ssi 2.0, now also allow, collaboration and sharing among schools of the same institute, geographically distant from each other. The contact person, from the school year 2005 - 2006, creates and develops eTwinning projects with European countries. Over the years, he has worked a lot with a colleague from Spain. Shared activities and methodology of work, have learned to use various software, essential for communication on the network. It received the European quality certificate for nearly all projects. E 'was representative of a Comenius project (2012-2014)

Two eTwinning projects have been published by INDIRE: "Around the world ... learn, communicate, educate active citizenship", published in "one, two, three etwinning" the gemellano Italian schools with Europe;

"Europando: small European citizens write" published in "cultural expressions, science and the 2008 Citizenship".

In December 2010 he received, in Florence, a lifetime achievement award eTwinning, for the work done in the first five years of the project life.

During the eTwinning National Conference, in December 2012 in Rome, he received the award for "best team", along with colleague Maria Teresa Lauletta.

In December 2014 he received the National eTwinning Prize 2013 for the project "2.0 prehistoric field"

And 'an eTwinning ambassador since 2009. He made the training course of the first and second level of ambassadors. He has participated in various events organized dall'USR as trainer Twinning. During the current year, she was named trainer for training courses PNSD (piano national digital school), organized by the Ministry of Education and is part of the innovation group, digital animators. Created two ebook with the students, "The legends of our regions" for the Comenius project, and "The little old" for the eTwinning project "2.0 prehistoric field."

He has co-written several ebook, published by colleague Laura Maffei, creator of the teachers' room "eTwinning and reality", with Articles: "Fly away, together you can" n. 2, "Seeds of Europe ..." n. 3, "CLIL in primary school: 2.0 prehistoric camp" n. 6. Blog: <https://carminablog.wordpress.com/>

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

Yes

Please indicate:

| EU Programme | Year | Project Identification or Contract Number | Applicant/Beneficiary Name |
|-----------------------|------|---|--|
| Comenius Multilateral | 2012 | Legends of Our Regions | I.C. Lentini (ex D.D. 1° Circolo) Lauria |

D.4.3. Legal Representative

Title: Miss

Gender: Female

First Name: Mariapina

Family Name: Miraglia

Department:

Position: Headmistress

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D.4.4. Contact Person

Form hash code: 2462AE1E5AE60F16

Form has not been submitted yet





| | |
|-------------|-------------------------|
| Title | Miss |
| Gender | Female |
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| Department | |
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If the address is different from the one of the organisation, please tick this box

**D.5. Partner Organisation**

| | |
|-------------------------------------|--------------------------------|
| PIC | 934137937 |
| Full legal name (National Language) | KARSIYAKA TURKBIRLIGI ILKOKULU |
| Full legal name (Latin characters) | KARSIYAKA TURKBIRLIGI ILKOKULU |
| Acronym | |
| National ID (if applicable) | 715847 |
| Department (if applicable) | |
| Address | Bahariye Mh. 1716 Sk. No47/A |
| Country | Turkey |
| Region | TR310 - İzmir |
| P.O. Box | |
| Post Code | 35600 |
| CEDEX | |
| City | KARSIYAKA |
| Website | www.turkbirligi.meb.k12.tr |
| Email | |
| Telephone 1 | +90 232 382 24 34 |
| Telephone 2 | |
| Fax | +90 232 367 61 71 |

D.5.1. Profile

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

D.5.2. Background and Experience

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

Türkbirliği Primary School which has its 108 years of historical background is a state school in İzmir .
There are 606 students, 38 teachers and two autistic students who are educated in a special class.



The aim of our school is to prepare the students for higher education and to improve them academically and socially through their international and national projects. We teach the full range of national curriculum subjects to our 5 to 11 years old by encouraging creativity and independent learning. The school offers pre-school and primary education. All students study English as compulsory language. We accept students who have physical and mental disabilities and autism moreover, we have many students migrated from other places and belong to different ethnic groups and also some students from social services and child protection agency. All students are socialized together by means of activities like folk dance, theatrical activities, various handiworks and special learning programmes. The awareness of their being a part of the society is encouraged. We emphasize the importance of mainstreaming in education of these children in order to make them adapt to society. Thus they will be able to learn how to be tolerant, respectful, helpful and understanding towards people from different cultures.

The school is situated in the city centre, but some of the students have many disadvantages and also disfavoured social-economic communities. Due to the fact that our students are not economically efficient, they cannot afford or even imagine visiting a foreign country. Access to culture is difficult and many are limited to their own small world. The participation in this type of partnership helps broaden students' horizons and helps them discover the world in which we live, so that they can grow up as responsible and integrated European citizens.

We also hope to increase pupils' motivation, offering a different and more enjoyable way to learn foreign language and to promote intercultural education.

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

Our school organises many activities within the Comenius projects for many years, and now Erasmus+. Teachers, school and parents have a lot of experience in organising activities. Our teachers are highly qualified and all of them teach only in our school. This fact ensures continuity in the implementation of project activities. In our school, we believe that educating children as they grow up, preparing them to lead safe, happy, healthy and successful lives is at the heart of what we do. We are committed to supporting every aspect of a child's development including health, safety, enjoyment and achievement. These outcomes are the key to ensuring children can make a full and active contribution to the community, achieving success and well being in childhood and in later life. Moreover we want to develop each child's understanding of how they learn best so empowering them to take responsibility for their own learning and to develop a responsible attitude, welcoming diversity and rejecting discrimination of any kind. So these kind of international projects are very beneficial in developing those properties.

Besides our teachers and our head teacher are open to learn new innovative and creative methods. They are eager to learn about new cultures, different aspects in education and applying and exchanging good practices with their European colleagues.

A project team will be formed to carry out the project within the school. The head teacher will be responsible in spreading and implementation of the project through the school. English teachers will be responsible of communication and carrying out the project and they will have a deep experience on these kinds of international projects. Students are very motivated and eager to work in an international team.

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

Yes

Please indicate:

| EU Programme | Year | Project Identification or Contract Number | Applicant/Beneficiary Name |
|-----------------------|------|---|----------------------------|
| EU PROGRAMME COMENIUS | | 2013 2013-1-GB1-COM06- | KARSIYAKA |



| | | | |
|--------------------------------|------|-------------------------|----------------------|
| MULTILATERAL PROJECT | 2013 | 25065-7 | TURKBIRLIGI ILKOKULU |
| EU PROGRAMME | 2015 | 2015 2015-1-TR01-KA101- | KARSIYAKA |
| ERASMUS+ KA1 STAFF MOBILITY | | 017885 | TURKBIRLIGI ILKOKULU |

D.5.3. Legal Representative

| | |
|-------------|-------------------------|
| Title | MISTER |
| Gender | Male |
| First Name | Affan Arif |
| Family Name | Erol |
| Department | Languages |
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| Telephone 1 | +905325059407 |

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D.5.4. Contact Person

| | |
|-------------|-----------------------------|
| Title | Mrs |
| Gender | Female |
| First Name | Ilknur |
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| Position | English teacher |
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If the address is different from the one of the organisation, please tick this box

**D.6. Partner Organisation**

| | |
|-------------------------------------|---------------------------------|
| PIC | 946199693 |
| Full legal name (National Language) | Scoala Gimnaziala Vama Buzaului |
| Full legal name (Latin characters) | Scoala Gimnaziala Vama Buzaului |
| Acronym | |
| National ID (if applicable) | 29478764 |
| Department (if applicable) | |
| Address | Strada Principala, nr 424 |
| Country | Romania |
| Region | RO12 - Centru |
| P.O. Box | |
| Post Code | 507245 |
| CEDEX | |
| City | Vama Buzaului |
| Website | www.vamabuzaului.scoli.edu.ro |
| Email | |
| Telephone 1 | +40268288506 |
| Telephone 2 | |
| Fax | +40268288801 |

D.6.1. Profile

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

D.6.2. Background and Experience

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

Our village, VAMA BUZAULUI, is situated in the department of BRASOV, a beautiful mountain region in the middle of Romania, one of the best known as a touristic interest ,which should eventually be known internationally.



The nearest town is BRASOV, situated at 50 km which might have created the feeling of isolation to the inhabitants as there are no cinemas, museums or theaters, not even other services like supermarkets or malls, etc

That's why school has always involved students in many projects to give them the opportunity to change ideas and to be more confident.

The low level of the economy made a lot of unemployed or forced some people to work elsewhere, leaving sometimes their child with another member of their family.

There are pupils from families with different life conditions or education and we want to find solutions to teach them all, considering their interests and needs in their formation. We want to give them equal chances in building their future. Through formal or non-formal educational activities, the school wants to offer them new training opportunities, a richer educational and formative context.

The main preoccupation of our school is to develop the competences of communication and to improve the interest for cultural competences (local and national culture in the context of the European culture) as it is specific to the 21st century.

"Scoala Gimnaziala Vama Buzaului" is the only Secondary school in the village and it ensures the education of 426 students, trained by 31 teachers.

There are children from 3 to 14 years old, the Educational system being structured on 3 levels:

1. Kindergarten (3-6 years old)
2. Primary school (6-10 years old)
3. Secondary school (10-14 years old)

We offer equal chances for all school categories, adapting the curriculum for each one of them. We integrate in school 32 students with special educational needs and 18 students receive educational support services (also involved in different projects).

In our school students study 2 foreign languages as it follows:

Kindergarten and Primary classes have English as a foreign language and Secondary school classes study English and French. Students are very interested in studying languages as they realize they can learn interesting things about other cultures and they also can communicate with peers from other countries.

In this context the School wishes to ensure the right to high quality education to all children regardless of ethnic origin, religion, disability or social status.

Every child is different and special and has his/her own particular needs, whether the child is disabled or not. All children have a right to an education related to their needs. Few teachers accept that the failure of a child is at the same time a failure for them; and few teachers accept that it is the school which should adapt to the child's needs and not the other way round.

The teachers in our school are competent and willing to change and to adopt new educational methods focused on the child and on a specific syllabus. They are also willing to contribute to the creation of an open and friendly environment in school, which in turn would be a benefit for each of our students.

There are 5 teachers for the Kindergarten, 10 for Primary and 16 for Secondary classes. One specialist in Therapeutic Pedagogy for the students with special needs and one School Mediator for ethnic minorities, a Drama teacher and an IT specialist.

Through the activities we'll have with our European partners we wish to cultivate in our students the love of reading, the critical thinking, flexible and prospective, to put into a new value their creativity as a resource of their personal and communitarian development, to learn and accept the dialogue and the inter cultural communication

Nowadays children don't have reading as one of their first preoccupation. That's why we see in this project an opportunity to learn from each-other methods how to make them love literature again, how to make them discover this wonderful land of books, methods to make stories contribute to improving their professional and personal growth.

Listen, read, understand, express themselves correctly, in Romanian and in English, are only some of the final results we expect. For us, this project is an opportunity for our students to improve their competences of communication in Romanian as well as in English, make them understand and use the literary text as to develop their abilities for life and to use reading as personal development.

The families of our students organized themselves in a Parents' Association (APVB), which is very active and involved in the school activities. They participated also in our last European multicultural project and are willing to help their children in this project too as they realize the great opportunity for their children to communicate in ENGLISH with their peers, to improve their skills and to understand their European value.



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

Activities:
A permanent cooperation with:
- the Local Council
-The Departmental Centre of Resources
-The Centre of Inclusive Education

Projects developed annually:

"The High-way to school"-project meant to help students with extra-classes in Romanian(reading and grammar) and Mathematics
-"The Joy of Reading"-project that became also an Optional course in the curriculum for the Primary School

Our school participates annually at different competitions being departmental or national ones:

-"Speak out"for Secondary schools-our school was the only one that participated from the rural schools in the Department.
-"Kangourou " contest (which is National) in English and in French. In English there were also the Primary classes.
-Olympic contests departmental in Romanian, English or French
-The Foreign Languages Week
-"Halloween "with pumpkin contest with prizes, the best costume (prizes) and exhibitions of drawings-each child participates wherever he/she wants.
-Exhibitions with Christmas cards or Easter cards

The English Traditions compared to the Romanian ones:

-Christmas in Romania vs Christmas in England/France-a large Festivity with Christmas Carols
-"Cooking together"-a day for each event to cook special sweets from one country U.K-(Christmas pudding),France-(Buche de Noel) or Romania-(cozonac)
-March is the Month of Francophony so we have each year the contest of French costumes,drawings and the day of pancakes
-May is the month we celebrate "The Day of Europe" by contests, dances,songs and an exhibition of drawings

We only named here the projects related to languages and relevant for this ERASMUS project,but the school has also scientific,technical projects,as well as agricultural project,a Jobs project or projects on Informatics which proves the interest of school to help students and the Community to open perspectives .

Experience in European projects:
-2014-2015-etwinning project "Quel musee?" (Romania-France-Greece)
-2013-2015-European multicultural project in French"L'Europe, une image aux mille visages"-6 European countries

Skills and expertise of the key persons involved in the project:
All teachers have basic courses of IT
The principal has extra pedagogical courses,language skills as teacher of foreign languages
The teachers of Kindergarten and Primary school have extra courses in inclusive education
There is a teacher of painting with expertise in drama also-he is in charge with the Drama club in Romanian
The English teacher with extra courses in Drama and Debate
The IT specialist with English knowledge
The Romanian,Geography and History teachers with foreign languages knowledge-French or English
The School Mediator has English knowledge
The Specialist in therapeutic pedagogy has English Knowledge
All these teachers will be in a way involved in the project as they will have some extracurricular classes regarding the discovery of local stories and their translation into English or they will help students to communicate with peers
As for the methods to use stories in improving students´ communication skills and personal and professional performances we are eager to learn more from our peers or to share from our experience.
Our European projects were in French and our students have more classes in English so they wish they could improve their communication skills in English too, through this project. With this project we, the team of teachers, thought of a new perspective



for the students who chose English as first foreign language to help them improve not only the communication skills but also the knowledge about the local and European traditions through stories and tales.

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

Yes

Please indicate:

| EU Programme | Year | Project Identification or Contract Number | Applicant/Beneficiary Name |
|-----------------------|------|---|---------------------------------|
| COMENIUS MULTILATERAL | 2013 | 13-PM-465-BV-FR | SCOALA GIMNAZIALA VAMA BUZAULUI |

D.6.3. Legal Representative

Title: Mrs.

Gender: Female

First Name: Alexandra

Family Name: IONASCU

Department: Foreign languages

Position: Headmaster

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Telephone 1: +40740 83 38 73

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

D.6.4. Contact Person

Title: Mrs.

Gender: Female

First Name: Gabriela

Family Name: BUNEA

Department: Foreign languages

Position: English teacher

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Telephone 1: +40740 83 38 73



Erasmus+

Application Form

Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for Schools Only

Form Version: 3.07

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

Form hash code: 2462AE1E5AE60F16

Form has not been submitted yet

EN

**D.7. Partner Organisation**

| | |
|-------------------------------------|--------------------------------------|
| PIC | 922085978 |
| Full legal name (National Language) | |
| Full legal name (Latin characters) | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS |
| Acronym | |
| National ID (if applicable) | |
| Department (if applicable) | |
| Address | AGOVOYNIOTI KAI KARAIKAKI |
| Country | Greece |
| Region | EL24 - Στερεά Ελλάδα (Sterea Ellada) |
| P.O. Box | |
| Post Code | 35004 |
| CEDEX | |
| City | ELATEIA FTHIOTIDAS |
| Website | |
| Email | |
| Telephone 1 | +302234031392 |
| Telephone 2 | |
| Fax | +302234031392 |

D.7.1. Profile

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

D.7.2. Background and Experience

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

Primary School of Elateia:
The qualified staff of our school consists of 8 educators including 6 Greek Language teachers, 1 English and 1 French Language



teacher, as well as 1 Physical Education teacher. The administrative duties are directed by the Headmistress and the Vice Headmistress, the latter of which is also in charge of the All-Day School.

A number of actions are held in our school, among which can be found a lending library, a computer lab, an art lab, an integration class, a study and a dining room for the All-Day school, as well as a school life museum and an assembly hall for all the events hosted by the school.

The staff of the school is also comprised of a school janitor, a cleaning lady and a school traffic guard that offer their services for as long as the school is open, while a school canteen operates in the school premises, too.

Our school is equipped with state-of-the-art electronic devices and computers with internet connection in all the school rooms, 3 video projectors and 1 Interactive White Board (IWB).

The school is housed in its own building and shares the same schoolyard with the Kindergarten, while in the school premises an archeological collection with exhibits from the ancient Elateia is also housed.

For the school year 2015-2016, 105 students are attending the school, 1/3 of which are of Albanian citizenship.

Elateia is a lowland rural town of 3000 inhabitants who are mainly making a living through farming and livestock farming. The town is situated 160 km (2-hour drive) North of Athens, the capital of Greece.

The school works along the guidelines of the national Curriculum as issued by the relevant ministry (Greek Ministry of Education, Research and Religious Affairs). Based on the national Curriculum, a number of programs run each year in our school, such as Health Education, Environmental and Cultural Programs within the framework of the Flexible Zone. Throughout the school year, several other programs run along these ones, too, such as love-of-reading and e-twinning programs.

According to the national Curriculum, the school year is divided in 3 trimesters and the students are assessed 3 times a school year. For the 1st and 2nd grade the assessment is done only through student description. However, for the 3rd and 4th grade the assessment is done through an A, B, C grading system, while for the 5th and 6th grade the assessment is done through a numeral system (with 10 being the best grade).

In addition, the school sensitizes students and engages in charity work, with students and educators collecting essential supplies and money for the refugees, orphanages, children with incurable diseases and for the Unicef.

Finally, the students engage in all major national celebrations' events.

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

The primary school of Elateia is taking part in writing and reading programmes in our country and they can extend it using ICT and involve all students as there is a computer classroom in our school.

The teachers that they are involved in the project have already work on similar programs and they would like to exchange their experience and obtain new knowledge from the partner school.

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

No

D.7.3. Legal Representative

| | |
|-------------|-------------|
| Title | Mrs. |
| Gender | Female |
| First Name | Vasiliki |
| Family Name | Gerothanasi |
| Department | Headteacher |
| Position | Headteacher |



Email

Telephone 1

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

D.7.4. Contact Person

Title

Gender

First Name

Family Name

Department

Position

Email

Telephone 1

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



E. Description of the Project

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

As bilingual schools, we have realised that some needs of our children aren't covered. As we are teaching two subjects in English, the students with special needs have difficulties to communicate.

We think Storytelling and Tales could be wonderful resources, motivating and interesting strategies, and great tools to attend to diversity in our classrooms and solve problems between children. Stories are a continual source of learning, which allow us to work with the different intelligences humans develop.

On the other hand, we want to know (or learn) different methodologies that help us to move towards a better process of teaching and learning. We need to work from different approaches to attend to diversity in our classrooms, which is increasing every day. And what about ICT? We need to know and work them, which provide us the development of students' key competences and improve our daily work as teachers.

OBJECTIVES.

- To improve the Communicative approach.
- To use new technologies to create motivating and meaningful activities, as well as improve the comprehensive development of students (videoconferencing, teaching applications, etc).
- To know and share different methodologies with the rest of partners in our classrooms, which benefit the attention to diversity.
- To exchange interesting activities with the members of the Association.
- To create digital stories from various methodologies (Cooperative learning, project learning, multiple intelligences,...)
- To learn traditional stories from the partners' countries.
- To transform different types of texts (poetry changes into fairy tale or drama).
- To know other countries and their cultures (languages, celebrations, methodologies, etc.).

The activities will be carried out by students from 3 to 14 years old, although they will be designed according to age. Traditional tales and stories will be adapted to every level and classroom. Kids from higher levels will act as Story tellers for younger children. We strongly believe that the proposed activities will benefit our students' basic skills. The Communication skills (Reading, Writing, Listening, Speaking and Talking/Conversing) are actions that 3 to 14 year-old students need to develop their literary, linguistic and creative abilities. It is essential that children learn different readings, not only to increase their literary and linguistic level but also to face a rich education that develops both imagination and creativity, strengthening their self-esteem.

We want our students to visit other countries and schools, in order to become aware of the importance of living in Europe and sharing real experiences with different cultures. The students who are going to travel abroad will be the older ones, from higher levels.

The main reason why this project should be done transnationally is that it will allow to build ties at personal and professional level among the participants of different places in the world. They will share ideas, cultural traditions and, certainly, works and experiences that will facilitate the students an improvement of their learning, also in the future.

By initiating this project, we open the centre to the whole reality that surrounds us. We think that the school must not be an isolated organism, but one more element of the educational gear of the pupils, so these projects will serve us to connect the European reality to the interests of both our professorship and our student body, through the exposition of dynamic and real activities related to other cultures.

We are aware that this project is a unique opportunity for our pupils to discover and value the European reality in a direct and motivating way, giving us the opportunity to put into practice the changes and methodological innovations that we are working and discovering day after day, such as online activities through Cooperative Learning or ICT tasks, in which the Gardner's Multiple Intelligences are worked to ensure the integral human development.

The fact that this project arises at a transnational level gives us the possibility of being able to exchange impressions and ideas with teachers of other countries, for instance learning another language, methodological strategies and, overall, carrying a continuous evaluation during the whole development of the project, aspect that will help us to improve and understand other communicative approaches to integrate them in our educational practice.

By working with European partners, we must expand our horizons and introduce new curriculum contents with a European dimension. Thus we will have a vision of future.

As a result, we will continue thinking about Europe and change our daily practice. When the topics of interest are investigated by ourselves the task is easy to carry out, but if these ideas are explained by pupils from other countries, motivation increases and learning is more consolidated.



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

Dealing with a KA2 project provide teachers with more resources to improve their teaching practice, also, schools will be open to the whole reality around us. Our institutions should not be an isolated organism, but an element of the educational gear. Therefore, this project will serve to connect the European reality to the interests of teachers and students.

Today, thanks to new technologies, communication is fast and fluid. Our classrooms have to be adapted to the technological reality and, as teachers, we need to train every day to update our teaching practice (in CLIL, Cooperative learning, Multiple Intelligences, Basic skills...).

In addition, when checking the educational needs, a European project improves our motivation through dynamic and real activities, so it is a great opportunity to open the minds of our students to other realities and cultures.

Also, cooperation of other entities, such as Parents associations, Special Education Schools, specialists in speech therapy, Town halls, will provide exceptional resources to enrich the project, for example including touristic elements of the environment in our activities, preparing tours and excursions for other countries, working with Special Needs children.

Thus, sharing activities through video-conferencing and diverse kinds of exchanges will become cooperative tasks that increase the student's motivation positively.

The common points to create this project is the importance that attention to inclusion and diversity has in our classrooms. Innovation and motivating experiences, from other European centres, and the application of alternative methodologies, will bring us renovation and improvement in our classrooms.

We consider our project to be innovative because it gives us, as teachers and students, the opportunity to implement the changes and methodological developments we are working and discovering day by day.

It is also very new to exchange views and ideas with teachers from other countries, to assess the communicative sense of another language and, of course, carry a continuous evaluation during the project development. This will help us to improve and understand other communicative approaches to integrate them into our teaching practice.

Moreover, it is important to highlight that there are students with different nationalities in our centres, including Romanian, Arabic... and it is gratifying to see that students from other countries have interests in common with our own students.

We will work through legends and tales as a motivating line to carry out the tasks. Our main interest is the great cultural content that it includes, through multiple approaches that let us know and understand the environment of each country. Knowing these approaches will be a natural resource to share the cultural wealth of each country. Similarly, we can point out that working through legends is necessary for our schools, as we have to improve reading comprehension.

Reading through a European dimension will promote a variety of techniques and innovative proposals and be the best choice to encourage both families and students to read. It will be seen as a new way to interact with peers from other countries and expand their knowledge dynamically.

Investigating legends related to the partners' culture will help to respect and expand the children's points of view.

In addition, introducing new Contents with a European dimension gives us a vision of the future that will help to continue thinking in Europe and to change our daily practices.

We will try to carry out projects from a European perspective regularly while working through e-Twinning projects with different themes, in order to build digital links that allow us to give greater breadth and diffusion to our European project.

Finally, this project will be innovative due to the positive impact that will affect the organizations involved in it, both on teachers and students.

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

The Coordinator school staff conducted a survey to stand out the students' needs and emphasize new improvement proposals to work in our classrooms. We realized that some student had understanding problems when facing bilingualism. And it was a main reason to focus on the attention to diversity. Realising the importance of changing our methodological strategies has become the starting point for our project.

The topic of tales and traditional stories opens a door to the enthusiasm of students, not only in reading but also in motivation, development of interpersonal skills and expression of feelings or creativity. Emotional Intelligence is the most difficult one to be worked; sometimes lack of time implies we set aside in the classroom. However, its importance is vital for our students to achieve an integral development.

Moreover, a transnational and European vision of a project like this shows us the meaning of communicating in English, as a real and necessary tool in the educational context, instead of a subject to study in school.

Our needs and goals were launched through eTwinning and many centres were interested in participating. The criteria to select the



schools have been the order of application and geographical diversity. We wanted a large project with many countries that allow us to gain a better understanding of different cultures and ways of European life, in order for our students to develop greater awareness of remote realities, but always with respect for differences and tolerance towards others. Some of the schools have already participated in European programs and their expertise and training is being greatly help to create this new project.

Although the Greek and the Spanish schools have never taken part in Erasmus + projects, the rest of centres have participated in many European programmes, which will provide a great support to develop this project. The Irish school has participated in several European projects to motivate the students and make them feel confident in their classes, even the student with more difficulties. On the other hand, in Turkey they have attended a European Comenius Multilateral Projects as well as an Erasmus + KA Staff Mobility programme. Their experience is being fundamental even to fill this form. In Lithuania, they have also been involved in activities such as projects, educational trips, seminars, eTwinning projects, receiving many acknowledgments for good practices. The Romanian school has involved students in many projects to give them the opportunity to exchange ideas and be more confident. The Italian centre includes Preprimary, Primary and Secondary Education and experienced in Erasmus programmes, being awarded several times for their work in eTwinning projects. It's an innovative centre, interested in inclusion of disabled students, and work with methodologies that facilitates the students' cooperation.

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

While preparing the Project and conducting it, a strong communication and cooperation between partners were established. During its development, we will develop different digital tools to communicate frequently, such as emailing, social media (Facebook group) a blog and a website through which everybody collaborates and share News. Besides Google plus and an eTwinning project will be essential to establish the schedule, discussions and evaluation processes, as well as the international meetings.

The partners will work through video conferences (Skype, Oovoo...), study webinars as well and face-to-face meetings. With the rest of members of the schools (pupils, parents, local authorities, teachers, etc.) we will have personal meetings ("open classes"), school websites, email exchange, telephone calls, etc. The coordinator and all the contact persons will be responsible to provide a fluent communication. In addition to this, all the coordinators will remind the tasks regularly and check the timeline.

There will be different training activities (related to Tales and stories through different methodologies) and also transnational activities (Storytelling, a lipdub, a theatre play...). The coordinators will talk about the Project and make a special meeting in each international meeting to discuss on the progress of the Project.

There will be seven transnational meetings. Within these meetings, we are going to work on the methodologies we have proposed, through presentations (PowerPoints, Prezi, videos,...) and the activities. The relevant staff will be attending the meetings. The first one will be in Italy in October 2016. The participants will be the contact persons and responsible teachers or headteachers of each country. The coordinator will explain about the main themes and activities of the Project, make the timetable and work programme clear and talk about the next steps of the Project. The participants introduce their country and schools and inform about the tales and legends. We will also determine the people responsible for particular activities (educational, organisational and disseminating). The survey will be prepared. After establishing the Work Plan we will show some presentations and debate about methodologies: Cooperative learning and CLIL methodologies to attend to diversity.

The rest of meetings will be held in the countries every three or four months. We will develop a specific methodology in every meeting, the activities related to Tales and stories which have been programmed, as well as the evaluation of the tasks and visits that have already taken place. We will try to solve any problem or difficulty during these meetings. The strengths and weaknesses of each school will be discussed.

The second one will be held in Spain in February 2017. As Carnival is a national tradition in Villarrobledo, the children from the rest of countries will attend a parade and enjoy this celebration. Also they will play some games and sports from this area. The evaluation of the Project will be done. The good practices will be shared.



In May 2017 we will meet in Romania, also with children. We will share ideas and experiences and also will assess the first year working together and establish the main ideas for the second part of our project.

The fourth meeting will be held in Ireland in October 2017. We will talk about possible changes that the new school year involves and revise the topic (Tales and stories) and the methodologies that we have to take into consideration, and how they attend to diversity or should be improved. In this case, the methods worked out will be Project based learning and Multiple Intelligences.

Turkey will be the following place for the meeting, in January 2018, also travelling with children. Thus will allow them to live with native English speakers and increase their motivation for the foreign languages.

The sixth meeting will be held in Lithuania, in April 2018 and the last one in Greece, in June 2018. This will be the moment to revise the whole project and evaluate its development, in a final evaluation and we will plan a new cooperation after the end of KA2 project.

What are the most relevant topics addressed by your project?

- Creativity and culture
- EU Citizenship, EU awareness and Democracy
- Inclusion - equity

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

- 1) For students:
- Improvement and encouragement to use English language.
 - Being aware of the importance of being European and participating in projects with other countries.
 - Knowledge traditions and ways of life from diverse countries, what motivates tolerance and respect to diversity.
 - Increasing on motivation of reading and writing.
 - Learning about other countries.
 - Encourage students to feel the European real values.
 - Increase using ICT tools.
 - Develop positive attitude towards school.
 - Learn about different cultures and languages.
- 2) For teachers:
- Improvement of language skills.
 - Innovation in methodologies, sharing experiences with different schools. Activities will increase the quality of their daily work, as well as the learning process of students.
 - Realizing the importance of open the school to changes that will help modernize our center and connect it to Europe.
 - Sharing good practices with European colleagues.
 - Examining different educational systems.
 - Learn about different methods.
 - Motivation on the usage of ICT and foreign languages.
- 3) Expectations about our schools:
- Improvement the ability to carry out projects in collaboration with other centres in Europe.
 - Introducing innovative practices to improve the quality of teaching.
 - Observing schools and education systems around Europe and applying the best practices in their own schools.
 - Gaining prestige on local area by joining an international Project.



E.1. Participants

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

5000

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

Here we describe some of the main activities carried out by diverse institutions which are outside the schools, but with an essential role in our project, as the beneficiaries will be not only the participating centres, both students and teachers, but the entire educational community will have a qualitative remuneration of this project.

We will receive an important support from families and Parents Associations, which collaborate with the project in Extracurricular activities, such as Dancing, Drama or Reading. They are also essential in the visits of partners' schools, at specific activities and in the preparation of excursions and tours.

On the other hand, we will also have the collaboration of the Special Education Centre "Infanta Elena" and Specialist doctors in speech therapy, which will help to adapt some of our activities to students with special educational needs. This cooperation is very important to focus on the attention to diversity in our schools and to make students aware of the importance of helping others.

In addition, we will be also in contact with the local councils, which will provide us a development of the touristic environmental elements we want to relate to the activities proposed, such as regional landscapes for some online activities with students from other countries or visits and excursions when partners from the rest of countries come. Also, in this kind of activities related to transnational meetings, other entities and enterprises will benefit, such as Local Tourism Agency, local restaurants, transportation companies, tourist guides, mass media, etc. For this reason, participating in the project will increase notably our education and socioeconomic status.

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

Yes

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

300

Which types of situations are these participants facing?

Cultural differences

Disability

Economic obstacles

Educational difficulties

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

This project is designed for people who have special needs, therefore all activities are inclusive, highlighting equity and participation of children who may have more problems when working in the classroom. Thus, working with different methodologies will help to



attend to diversity and assess the children according to their needs and learnings.
The activities in which children could have more difficulties to participate, we will be helped by a Special Needs School and Speech therapist specialists and Pedagogy Therapist teachers in order to give them more opportunities.
We will work through different methodologies to attend to these children with special needs with a variety of activities and presentations among the schools.



F. Preparation

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

First of all different agreements have been carried out to start elaborating the project, since that it is a common project, we depart from common interests that we have been reminding little by little by means of diverse contacts, such as e-mails and conversations and eTwinning.
Besides the utilization of e-mails and other digital tools to contact with different schools, we have created an eTwinning project to start working with the partners.
Also we had to have in common all the ideas about the project production to reach a global proposal, where all the partners' contributions were reflected.
For this purpose, the contact and communication with all the partners is going to be fluent.
At the same time, there will be an agreement in the kind of activities carried out during the project, to motivate a real interaction among the participant students and the teachers, as well as among the organization and production of activities in the different visits of the corresponding countries, creating a diary to describe the positive control of the mentioned experience.
Additionally, the agreements will be reached by all the members of the project, to elaborate the standards to choose the students and teachers who will take part in the mobility activities.

F.1. Project Management

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

First, organizational aspects, accommodation etc. have been managed by the entity that organizes the courses. These will be held in July to avoid breaking the dynamics of every school.
We are hoping that we will approve the request to address the issue of airline tickets, a task that is simple as can be done through any nearby agency, interest or contacting with known people who work near where will do the courses.
In the mobilities it will hire an insurance for the duration of the training period.

Other considerations regarding:
1. TRAVEL
-Flights, or any other possible travel mode, are reserved and paid by the beneficiary center itself; the bill being rotated by the provider, travel agency or the like, on behalf of the center itself.
-Erasmus + funds received booking and payment of these trips will anticipate.
Optionally, if it is necessary, techers who travel will pay in advance but this is an extraordinary measure.

2. INDIVIDUAL STAYS SUPPORT.
As a general rule of Erasmus + program will be established as documentary evidence of these trips "proof of attendance activity abroad as a declaration signed by the target organization specifying the name of the participant, the purpose of the activity and the dates of start and end".

3. BUDGET EXECUTION AND ACCOUNTING. INCOME RECEIVED BY ACTUALLY THE EUROPEAN UNION ERASMUS +:
- Revenues from other Administrations will not be charged to any program. - The accounting of expenses for staff mobility will be made individually for each participant.
- The aggregate journeys, or accounting courses depend on the time of submission of supporting documentation.

4. LIABILITY INSURANCE AND STUDENTS
The student is covered by the following insurance policies: Sure of accidents in the implementation of practices. Sure liability for damages incurred in performing practices. Sure multiassistance traveling for contingencies that could occur on the journey or stay out of the realization of the practices The study center is not responsible for any liability for damages attributable to student behavior (negligence, bad faith, vandalism, etc.). To access to health care by the social security system of the destination country, each student must be in possession of the European Health Insurance Card in during the period of stay. This a compulsory requirement for everyone.

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



Every school will propose an Evaluation Team, which will assess whether the project objectives are achieved. The principal aims are:

- To improve the Communicative approach.
- To use new technologies to create motivating and meaningful activities, as well as improve the comprehensive development of students (videoconferencing, teaching applications, etc).
- To know and share different methodologies with the rest of partners in our classrooms, which benefit the attention to diversity.
- To exchange interesting activities with the members of the Association.
- To create digital stories from various methodologies (Cooperative learning, project learning, multiple intelligences,...)
- To learn traditional stories from the partners' countries.
- To transform different types of texts (poetry changes into fairy tale or drama).
- To know other countries and their cultures (languages, celebrations, methodologies, etc.)

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

These are the problems we could take into consideration:

Management:

- Lack of money: we will have the families and local institutions' support.
- Change of costs in any activity or accommodation: Here we'll be helped by families and hosts partners.
- Communication problems. The coordinator school (or the host school, depending on the activity) must ensure the communication is fluent and understanding is guaranteed.

b) Personal:

- Teachers change and move to a different school. A person involved into the project will be assigned to develop the same role that the previous teacher.

c) Time:

- Problems with deadlines. We will attend and reinforce the process evaluation.

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

The activities carried out will be also an important support to evaluate the quality of the project:

- Survey for students, parents and teachers at the beginning, in the middle and at the end of the project.
- Participation of members in digital tools (blog, wiki, website, video conferences, etc.)..
- Presentations about inclusive methodologies and debates in every transnational meeting.
- Exchange of information between schools concerning the progress and difficulties.
- Reports on the progress of the project activities.
- Erasmus corners, wall exhibition in each partner school, leaflets...
- Information for parents in regular meetings with teachers, school assemblies, school events...
- Gymkhanas, Trivial Game, Theatre Plays, Storytelling... which show the student progress in the topics that the Partners are developing.
- Information in local press about the facts concerning the Association.
- Visits of the teachers and students from the different schools to promote the project.

Some of the tools that will be used to evaluate will be the following ones:

- Monitoring of activities and participation.
- Reports carried out after every visit to solve any problem and make suggestions to improve the project results.
- Lists of attendance during the meetings and the activities.
- Digital presentations and practical improvements in the use of inclusive methodologies.
- Exchange of digital resources.

To summarise, every school will do a Self-evaluation of the elaboration process with regular meetings where they will discuss and assess the results. Students' work will be monitored by the teachers involved in the project. Periodically, during and after the visit the coordinators will assess the process and result by a report in which the main aspects, problems and suggestions will be highlight to enrich the results and experience of a project like this.

Monitoring and assessment will be determined in the first meeting, according to the teachers' agreement. Thus, reports will help to implement the final evaluation of the Association, as every report is a revision of the previous work and a new start point to improve



the project, its results and diffusion.

The staff profiles are diverse, as our Association includes a diverse knowledge in different methods and attention to diversity. Having teachers from Kindergarden, Primary and even Secondary schools could be considered one of our main advantages, as they will enrich the programme. The common language is English but every country will work also in their mother tongue and through techniques such as Project Work, globalization of subjects and coordination of all the teachers involved in the learning process will be essential to carry out the proposed activities.

The main skills of our teachers are:

- Teamwork.
- Use of ICT.
- Solving problems.
- Innovators of education. They are working through new methodologies that attend to all the children, no matter their skills or abilities.
- Interest in collaboration with other schools, cultures and traditions, as well as hosting people from other countries.



G. Implementation

Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

In the activities that they will be set out during this project, we will use different methodologies. All of them have in common the use of ICT.

The methodology based on the teamwork will be used for the activities in which all the countries have to collaborate, where each one has a few functions to carry out the activity, such as: Association Website, Blog, Facebook, Periodic Meetings, Online story, Lipdub, short movie, Partnership Logo, Information leaflet and Travel book.

The methodology of multiple intelligences and the cooperative learning will be developed in the activities where they work specific aspects related to the basic competitions, such as Dance and Drama as extracurricular activities, knowing a Theatre festival, playing different games as trivial or gymkana by tales and stories.

The projects work, CLIL and cooperative learning are used to investigate the characteristics and customs from the different countries. We will distribute the tasks and show them to the different groups during the transnational visits.

Also we will work with the methodology of the Peer tutoring, where pupils help each other with the activities related to tales and stories from the countries members in the project.

The Partnership logo activity will be made by all the participants cooperatively. The coordinator will distribute the work and he will set deadlines with the opinion of all the partners. Every member countries will create a logo and there will be an online voting to choose the best one and finally the logo of the project will be presented officially.

The information leaflet will be prepared in the same way as the logo, taking responsibility of each part. The meetings will be as a constant online routine.

Association Website, facebook, blog and other social networks will be organized to announce the news, activities and information about the project, as well as they give it dissemination in the future. The coordinator will be in charge of supervising, checking and updating that the contents are being spreaded.

Extracurricular activities related to dance and drama will be organized by the coordinator in collaboration with the Parents Association. These activities will be developed during the transnational visits and worked through different methodologies, such as cooperative work and multiple intelligences between others.

The meetings with the member countries will be organised across skype and they will be constant to give sense and coherence to the activities raised in the whole project.

The visits of the countries members will be prepared in advance using online tools and also attend in a face-to-face way once in the country, the coordinator will distribute them with the opinion of all the partners. In these visits also there will be collaboration from the Parents Association, the town hall and other entities to establish different activities proposed in every moment, using the suitable methodology and filling a diary to evaluate and improve the following visits.

Visits to the different places of interest will be undertaken in order to promote the most typical sites of the zone and to use them as scenes in some activities concerning the stories. (To take part in Contest of classic Theatre Comedias' Corral, Segóbriga, Belmonte's castle ...) In these visits, special importance will be given to multiple intelligences, especially the naturalist by means of the exploration of the environment, the application of the Bloom's taxonomy and CLIL.

In the production of the trivial game we will follow the coordinator's guidelines. Every country will make a project work about the story or tales that corresponds to it, as well as its environment to foster the other ones. In this project, cooperative learning will do to prepare trivial questions and the application of the multiple intelligences through different activities. Pupils will play during the transnational visits and meetings. Moreover, we will celebrate online videoconferences to play with other children from member countries.

Within the Tales and story Gymkana, the coordinator will elaborate, organize and distribute the tests to play, with the collaboration of all the partners, the work will be done in small cooperative groups, using the ICT and applying the multiple intelligences across different activities, as exploration of the environment, creation of an itinerary map and clues.

Talking about tales in every country, the coordinator will organize the schedule and set the reading order and accomplishment of



the different activities taking into consideration the partner's opinion, such as: reading chained between countries with the comprehension of other accents and cultures; the peer tutoring (a special needs' child is helped to read by one without difficulties); Travel book, where characters are interrelated and the theme of the story that it will change in every trip and the host school will continue it to the following trip.

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

Tales and stories allow us to work through the Project work task based learning method, globalizing all the subjects in relation to these topics. We will teach Maths, Literature, Science, Arts and English according to the stories we are developing. It will be more meaningful and motivating for the children, both to work in the transnational project and within the subjects of the school.

We will use videos and traditional songs related to Tales from every country. Also, we upload the videos of the Storytelling, Libdub, Short movie and the rest of recorded activities to youtube in order to motivate teachers and students on the usage of ICT, foreign languages and cultures, and show our activities internationally.

We will work through platforms such as Etwinning site, web-site, Facebook and a blog. They will be prepared and updated. They will be essential tools to establish a continuous coordination among the centres and face any problem we could have.

We will organize local seminars to families to provide interest in participating in the project, in being host families, motivating the children to read tales and stories and helping their children in the learning process, overall the special needs kids.

A1- Presenting the Project to staff

A2--Etwinning site will be created. It will be updated regularly during project process.

A3- Creating the logo of the Association. The images for the Project will be designed and created by each country, then we make an online voting to choose the main logo and it will be presented officially.

A4-Information leaflet will be prepared.

A5- website/facebook/blog.. will be built to announce the news, activities and information about the Project

A6-Extracurricular activities related to Dancing /Drama will be organized by families in coordination with schools.

A7- . Periodic Meetings through ICT. They include: Children's Exchange of information about:

- Daily routines.
- Hobbies (sports, music, activities,...).
- School, town, country...
- Festivals and Celebrations exchange every month:
 - January (Christmas)
 - February (Carnival...)
 - March (Easter)
 - April (World Book Day)...

A8- Tales & stories Trivial game.

A. Tales and stories are chosen by partners.

B. Election of the participant levels.

C. Tales are sent to each school.

D. Team work to read the tale.

E. Cooperative groups to prepare Trivial questions.

F. Presentation of Tales to the rest of participants.

G. Elaboration of the game rules.



H. Trivial game in a partners' visit or through online sessions, videoconferences)

A9- Tales and Stories Gymkana. The students will win a "prize" if they complete the tasks related to all the stories worked in the association.

A10- Traditional Tales and stories from each country. Every country will propose a traditional story and the methodology to work with it.

- Country 1:

- Reading chained among countries (understanding of other accents and cultures).
- Peer tutoring (A special needs' child is helped to read by one without difficulties).

A11- Travel Book where characters are interrelated in the different countries. It will be carried to each visit and the host school will continue working on it until the following trip.

A12- Online story (created through a digital tool) in which children write a story and share it with the rest of schools.

A13- Lipdub about Tales and stories among all the participants. A part of a song will be recorded in every school and then edit all the parts together.

A14- Reading Sponsorship and StoryTelling among different grades. A child from a higher grade will work with a child from lower grade. (Reading, Recommending books, sharing opinions related to favourite books...).

A15- Fairy tales and Stories Plays. The children act out the stories they choose from the different countries.

A16 - Short movie about Stories worked in the Project. It will be recorded through Stop Motion technique.

A17- Carnival Parade according to Tales and Stories. It will be celebrated in one of the visits with children.

M1- Presentations and debate about methodologies:

- Cooperative learning and CLIL.

M2- Presentations and debate about methodologies:

- Project work and task based learning and Multiple Intelligences.

M3- Presentations and debate about methodologies:

- ICT and Evaluation of the methods and improvements in our classrooms.

All these Transnational meetings will have as a crosscurricular subject the Attention to Diversity and how to guarantee the inclusion in our classrooms.

E1- Round table with the support of the local authorities to disseminate our Erasmus + project. This event will be organised in Ireland and there will be people from different educational system sectors, such as parents, teachers, professionals related to the educational system. It could be broadcast by a local media and uploaded to our blog, website, Facebook group, etc.



G.1. Learning/Teaching/Training Activities

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

Yes

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

The added value of these activities with children is the following one:

In the first visit with children, in Spain, we will carry out these activities:
Carnival activities, Real story, Dancing and Drama workshops, Visits to cultural landscapes, Visits to the classrooms to see how peers from another country work Stories, Practicing Sports and traditional games, etc.

The objectives of these activities are:

- To use the English to communicate with children in real life situations.
- To practice traditional games from different countries.
- To participate in a Carnival parade.
- To visit new landscapes knowing basic aspects of the Spanish culture.
- To develop different artistic skills through the multiple intelligences.
- To live with people from Spain and exchange customs, habits, traditions, etc.

In the second visit, in Romania, the activities will be these:
Storytelling, Theatre Play by children, Visits to cultural landscapes, Visits to classrooms, Sports and traditional games, Creative Arts and Crafts workshops to prepare characters and stages.

The objectives are:

- To use the English to communicate with children in real life situations.
- To practice traditional games from different countries.
- To know the legend of Dracula's count.
- To visit regional places related to tales.
- To live with people from Romania and exchange customs, habits, traditions, etc.

The third visit will take place in Turkey and the activities will be:
Tales and stories Gymkana, Reading sponsoring, Visits to cultural landscapes, Visits to classrooms, Sports and traditional games.

The objectives will be:

- To use the English to communicate with children in real life situations.
- To practice traditional games from different countries.
- Participate in cooperative games with Children from Ireland.
- To live with people from Ireland and exchange customs, habits, traditions, etc.
- To be aware of the diversity as a value in our European society.

The last visit with children, in Greece, will have these activities:
Tales and Stories Trivial game, Short movie, Visits to cultural landscapes, Visits to classrooms, Sports and traditional games.

The objectives are:

- To use the English to communicate with children in real life situations.
- To practice traditional games from different countries.
- To live with people from Greece and exchange customs, habits, traditions, etc.
- Participate in activities with Special Needs children from other country.
- Be aware of the diversity as a value in our European society



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

| | |
|---|---|
| Activity No. | C1 |
| Fields | School Education |
| Activity Type | Short-term exchanges of groups of pupils |
| Activity Description | Visit to Spain. The children will develop the following activities to take part in the project: Carnival activities, Real story, Dancing and Drama workshops, Visits to cultural landscapes, Visits to the classrooms to see how peers from another country work Stories, Practicing Sports and traditional games, etc. |
| No. of Participants | 16 |
| Participants with Special Needs (out of total number of Participants) | 0 |
| Accompanying Persons (out of total number of Participants) | |
| Duration (days) | 5 |
| Duration (months) | |
| Participating Organisations | CEIP GRACIANO ATIENZA |
| | Ballysillan Primary School |
| | Ukmerge darzelis -lopselis "Eglute" |
| | Istituto Comprensivo Lentini |
| | KARSIYAKA TURKBIRLIGI ILKOKULU |
| | Scoala Gimnaziala Vama Buzaului |
| | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS |
| | |

| | |
|---|---|
| Activity No. | C2 |
| Fields | School Education |
| Activity Type | Short-term exchanges of groups of pupils |
| Activity Description | In the visit to Romania, the activities will be these: Storytelling, Threatre Play by children, Visits to cultural landscapes, Visits to classrooms, Sports and traditional games, Creative Arts and Crafts workshops to prepare characters and stages. |
| No. of Participants | 16 |
| Participants with Special Needs (out of total number of Participants) | |
| Accompanying Persons (out of total number of Participants) | |
| Duration (days) | 5 |



| | |
|-----------------------------|-------------------------------------|
| Duration (months) | |
| Participating Organisations | CEIP GRACIANO ATIENZA |
| | Ballysillan Primary School |
| | Ukmerge darzelis -lopselis "Eglute" |
| | Istituto Comprensivo Lentini |
| | KARSIYAKA TURKBIRLIGI ILKOKULU |
| | Scoala Gimnaziala Vama Buzaului |
| | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS |
| | |

| | |
|---|--|
| Activity No. | C3 |
| Fields | School Education |
| Activity Type | Short-term exchanges of groups of pupils |
| Activity Description | Visit to Turkey and the activities will be: Tales and stories Gymkana, Reading sponsoring, Visits to cultural landscapes, Visits to classrooms, Sports and traditional games. |
| No. of Participants | 16 |
| Participants with Special Needs (out of total number of Participants) | |
| Accompanying Persons (out of total number of Participants) | |
| Duration (days) | 5 |
| Duration (months) | |
| Participating Organisations | CEIP GRACIANO ATIENZA |
| | Ballysillan Primary School |
| | Ukmerge darzelis -lopselis "Eglute" |
| | Istituto Comprensivo Lentini |
| | KARSIYAKA TURKBIRLIGI ILKOKULU |
| | Scoala Gimnaziala Vama Buzaului |
| | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS |
| | |

| | |
|----------------------|---|
| Activity No. | C4 |
| Fields | School Education |
| Activity Type | Short-term exchanges of groups of pupils |
| Activity Description | Visit to Greece, it will have these activities: |



Tales and Stories Trivial game, Short movie, Visits to cultural landscapes, Visits to classrooms, Sports and traditional games.

| | |
|---|-------------------------------------|
| No. of Participants | 16 |
| Participants with Special Needs (out of total number of Participants) | |
| Accompanying Persons (out of total number of Participants) | |
| Duration (days) | 5 |
| Duration (months) | |
| Participating Organisations | CEIP GRACIANO ATIENZA |
| | Ballysillan Primary School |
| | Ukmerge darzelis -lopselis "Eglute" |
| | Istituto Comprensivo Lentini |
| | KARSIYAKA TURKBIRLIGI ILKOKULU |
| | Scoala Gimnaziala Vama Buzaului |
| | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS |

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

[Empty text box for describing recognition or validation arrangements]



H. Follow-up

H.1. Impact

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

The project will have a significant positive impact on the organizations involved in it, in its staff and students.

The impact of the project on participants and organizations can occur both during and after the project life cycle.

1) Transnational benefits.

- Development of cooperation between countries in different parts of Europe
- Better knowledge of other realities within Europe (cultural, linguistic etc.)
- Exchanging of good teaching and learning practices

2) Interdisciplinary Benefits:

- Knowledge of other interdisciplinary methodological proposals
- Meet New ways of working various curricular areas

3) Transversal

- Improved teamwork
- development Of communication spaces among participants.

SHORT TERM IMPACT

Involvement of parents, teachers and students in a project with an European dimension.

Sharing of innovative experiences between teachers from different countries.

Our organizations will create links with other European organizations.

Students will improve their attitudes to use a language as a communication vehicle.

Improvement of teamwork in our schools

Internationalization of our schools

B) LONG TERM IMPACT

Improvement of the quality of teaching and learning processes

Our students will use more digital resources.

Participation in other European projects

Review of our curriculum with new innovative proposals integrating contents with an European dimension.

Improvement of our school results.

Better understanding of Europe and its values

Better integration of pupils with different family environments, nationalities etc

Our organizations will change their external image

There will be an impact on our local community: Other schools will benefit with the program.

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

IMPACT AT THE LOCAL LEVEL

There will be exchanging of experiences between school teachers

We will promote our traditions, culture etc. In this way people from different countries will learn about different local aspects.

Participation of different local institutions in our project: Town hall, A Special Needs school etc

B) IMPACT AT THE REGIONAL LEVEL

We will cooperate with other schools in our community to exchange materials

We will participate in seminars at the Regional level

We will advertise our project through different resources

C) IMPACT AT THE NATIONAL LEVEL

Impact on other schools: Sharing experiences, making new projects

Impact on other institutions at the national level

D) IMPACT AT THE EUROPEAN LEVEL



Improvement of the coordination between institutions from different countries
Better knowledge of cultural aspects related to different countries.

How will you measure the previously mentioned impacts?

Indicator: Participation of parents and teachers in activities
We will make a record of participants in each activity

Indicator: Exchange of experiences with teachers from other schools
What we will make is a quantitative register of activities undertaken.

.Indicator. Increased motivation in children to learn.
A survey of children will be filled by children on each country.

.Indicator: Improved teamwork in our schools.
A survey will be filled by teachers in each centre.

Indicator: Internationalization of our school.
A commission will be created to analyze the results of the project.

Indicator. Changes in the curriculum,
The management team will report all the innovations introduced as a result of the implementation of the program.

Indicator: Impact outside school.
.We will register the visits on facebook page, upload material on youtube, e-twinning seminars, we will share experiences through our blog ...

. We will register all the interviews on local TV, our twinspace activities, newspapers news related to our project etc.

H.2. Dissemination and Use of Projects' Results

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

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

Our dissemination plans has target audiences.
First we consider our program needs to inform our pupils in order to motivate them .
In this way, They will be an important part of the program. For this reason we are going to create a corner related to the project in our classroom. In this corner we will know about the countries we could visit, essential information about the activities we have to do, examples of pupils´works etc

2) Other important target audience is the staff in every school. To disseminate the project we will celebrate meetings in order to know the project, training activities to share digital tools, to share experiences etc . All these questions will allow us to modify our curriculum with new techniques to improve the general quality in our daily work.

3) We also want to work cooperatively with our families. We will celebrate meetings to publish our plan and give them brochures with the general aspects of our Erasmus project.
We will create an Erasmus corner at every school where we advertise our goals, activities, calendars, we will show works of our pupils, new proposals etc
Our families will have information through facebook and a blog created for this purpose.

4) The dissemination of our activities at the local level will be celebrating a seminar with other town schools to share experiences. Moreover, our local tv will collaborate with us in order to promote what we make.



5) At the regional level we have as a target to disseminate our project in our region. Let's try to use the website of our regional government and we will upload different materials on it.

6) At the national level we will use facebook and youtube to promote our experiences.

7) Finally e-twinning will be our tool to disseminate our project in different countries. The idea is to share experiences using the twinspace.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

We will create small groups in every centre with specific tasks.
 The coordinator will be in charge of using the twinspace but it is essential to know it by three or four people.
 One person will be responsible of the Erasmus centre at our school
 A teacher will be in charge to upload videos on youtube.
 All the teachers that will take part in the project will prepare meetings and seminars to publish the project inside and outside our schools.

All our staff will participate in meetings inside our school
 Our local government will cooperate with us providing us different resources to disseminate our project on local tv, newspapers etc
 Other institutions like a Special Needs school will help us to promote activities and our project at the local level.
 All the participants will use e-twinning to link our project with others.

The coordinator will supervise all our activities.

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

Videoconferencings using twinspace and skype
 Facebook events
 Upload videos on youtube
 Local seminars with other schools
 Interview on a local TV
 Transnational meetings
 News on a local digital newspaper

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

As for the materials will be freely available and will be selected according to their educational potential. Erasmus platform and e-twinning will provide that products will be accessible to everyone. Apart from that, there will use facebook and youtube to publish our experiences and materials. We don't consider to establish restrictions to access them.

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

The final products of the project will be used by other organizations next to ours with which we will share materials in a day of exchanging experiences among bilingual schools. Besides, the materials and experiences will be posted on the website of the Regional Government of every country.

On the other hand, we will publish our project on e-twinning and facebook
 The institutions responsible for the dissemination of the project will be:

- The Participating schools in the project
- The Regional Government of every country.
- Other Nearby public schools in the area



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

H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

Through this project, we aim to establish improvements in the following areas:

- Attention to diversity. We hope to get better results in teaching children with more difficulties through the proposed activities. For this reason, we intend to see how other teachers work in different European centres and it will serve as a guide to be adapted in our school.
- Use of ICT. One of our main objectives is to promote more activities involving the use of new technologies, and they will become an essential tool after the project. We will create common activities for all, shared by teachers, children and families.
- Communication in a second language improvement. Being part of bilingual centres increases the need of interaction with European centres, where students are able to meet other children like them, with their interests and concerns, in order to increase their communicative skills from a real perspective, talking about their customs, routines, holidays, etc. and realizing there are more things that unite them than divide them. To achieve this goal, we need to start by ourselves, exchanging educative experiences which will help improve as teachers and European citizens. project partners.
- Innovative methodologies (CLIL, Cooperative learning, Project Work and Task Based Learning, Multiple Intelligences, etc.) The use of a foreign language will be the vehicle to share ideas to help us improve the efficiency of children and the starting point of this project will be motivated and meaningful activities.
- Relationships among the schools will promote the exchange of students, who could visit the different countries and partners after the end of the project.

**I. Budget**

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

I.1. Project Management and Implementation

| PIC of Organisation | Role of Organisation | Name of the Organisation |
|---------------------|------------------------|-------------------------------------|
| 921706417 | Applicant Organisation | CEIP GRACIANO ATIENZA |
| 940135350 | Partner Organisation | Ballysillan Primary School |
| 947423639 | Partner Organisation | Ukmerge darzelis -lopselis "Eglute" |
| 942172544 | Partner Organisation | Istituto Comprensivo Lentini |
| 934137937 | Partner Organisation | KARSIYAKA TURKBIRLIGI ILKOKULU |
| 946199693 | Partner Organisation | Scoala Gimnaziala Vama Buzaului |
| 922085978 | Partner Organisation | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS |
| | | Total Grant Requested |
| | | 48000.00 |

I.2. Transnational Project Meetings

| PIC of Sending Organisation | Total No. of Meetings | Total No. of Participants | Distance Band | Grant per Participant | Grant Requested |
|--|-----------------------|---------------------------|---------------|-----------------------|-----------------|
| 921706417: CEIP GRACIANO ATIENZA | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| 940135350: Ballysillan Primary School | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| 947423639: Ukmerge darzelis -lopselis "Eglute" | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| 922085978: OLOIMERO DIMOTIKO SXOLEIO ELATEIAS | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| | | | | Total | 31920.00 |



| PIC of Sending Organisation | Total No. of Meetings | Total No. of Participants | Distance Band | Grant per Participant | Grant Requested |
|--|-----------------------|---------------------------|---------------|-----------------------|-----------------|
| 942172544: Istituto Comprensivo Lentini | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| 934137937: KARSİYAKA TURKBİRLİĞİ İLKOKULU | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| 946199693: Scoala Gimnaziala Vama Buzaului | 3 | 6 | >= 2000 km | 760.00 | 4560.00 |
| Total | | | | | 31920.00 |

I.3. Learning/Teaching/Training Activities

I.3.1. Travel

| PIC of Organisation | Activity No. | Activity Type | No. of Participants (including accompanying persons) | Distance Band | Travel Grant per Participant | Grant Requested |
|---|--------------|--|--|---------------|------------------------------|-----------------|
| 940135350: Ballysillan Primary School | C1 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 946199693: Scoala Gimnaziala Vama Buzaului | C1 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 934137937: KARSİYAKA TURKBİRLİĞİ İLKOKULU | C1 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 922085978: OLOIMERO DIMOTIKO SXOLEIO ELATEIAS | C1 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 921706417: CEIP GRACIANO ATIENZA | C2 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 934137937: KARSİYAKA TURKBİRLİĞİ İLKOKULU | C2 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| Total | | | 64 | Total | | 23040.00 |

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| PIC of Organisation | Activity No. | Activity Type | No. of Participants (including accompanying persons) | Distance Band | Travel Grant per Participant | Grant Requested |
|---|--------------|--|--|---------------|------------------------------|-----------------|
| 940135350: Ballysillan Primary School | C2 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 922085978: OLOIMERO DIMOTIKO SXOLEIO ELATEIAS | C2 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 921706417: CEIP GRACIANO ATIENZA | C3 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 940135350: Ballysillan Primary School | C3 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 946199693: Scoala Gimnaziala Vama Buzaului | C3 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 922085978: OLOIMERO DIMOTIKO SXOLEIO ELATEIAS | C3 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 921706417: CEIP GRACIANO ATIENZA | C4 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 940135350: Ballysillan Primary School | C4 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 934137937: KARSİYAKA TURKBIRLİGİ İLKOKULU | C4 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| 946199693: Scoala Gimnaziala Vama Buzaului | C4 | Short-term exchanges of groups of pupils | 4 | >= 2000 km | 360.00 | 1440.00 |
| Total | | | 64 | | Total | 23040.00 |

I.3.2. Individual Support

Short-term Learning/Teaching/Training Activities

| | | | | | | | |
|-------|--|--|-------|--|--|-------|--|
| Total | | | Total | | | Total | |
|-------|--|--|-------|--|--|-------|--|

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| PIC of Organisation | Activity No. | Activity Type | Duration per Participant (days) | No. of Participants (without accompanying persons) | Grant per Participant | Duration per Accompanying Person (days) | No. of Accompanying Persons | Grant per Accompanying Persons | Grant Requested |
|---------------------|--------------|---------------|---------------------------------|--|-----------------------|---|-----------------------------|--------------------------------|-----------------|
| Total | | | | | Total | | | Total | |

I.3.3. Exceptional Costs (Overseas Countries and Territories Travel Costs)

| PIC of Organisation | Activity No. | Activity Type | No. of Participants (including accompanying persons) | Purpose and description of Costs | Grant requested (up to 80% of eligible costs) |
|---------------------|--------------|---------------|--|----------------------------------|---|
| Total | | | | Total | |

I.4. Special Needs

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

I.5. Exceptional Costs

| | |
|-------|--|
| Total | |
|-------|--|

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Erasmus+

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

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



J. Project Summary

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

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

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

Our Project is setting out in order to have a European perspective. In fact, there are seven countries members that they take part in this idea. The centres implicated are Turkey, Italy, Romania, Greece, Lithuania, Spain and Ireland.

The profile that joins all the participants of this project is the great importance that we give him to the incorporation and attention to the diversity of our student body from a different and gratifying approach.

Also they draw together a community of schools with a common interest to witness the enjoyment kids get from exploring different materials and techniques.

The large team has been exploring the kid's ability to interact with the world around them and the main focus is to help them build fine tune skills needed for self expression and communication. Our joint vision is to give our students opportunities to develop their understanding from a European perspective.

That is why we will achieve new and motivating experiences with other European schools, as well as the application of alternative methodologies; we will contribute the children's innovation and improvement in the classroom.

We think that it is an innovative project because we are given, to the professorship and pupils, by the opportunity to put into practice the changes and methodological innovations that we are working and discovering day after day.

Also it is very new able to chance impressions and ideas with teachers of other countries, to value better the communicative sense of another language and, since not, to take a constant evaluation during the development of the project, aspect that will help us to improve and understand other communicative approaches to integrate them in our educational practice.

As bilingual schools, we have made that some needs of our children aren't covered. As we are teaching two subjects in English, the students with special needs have difficulties to communicate.

We think the use of methodologies such as Cooperative learning, Multiple Intelligences or Project work will help us to reach our main objectives, which are: to use ICT in order to create motivating and meaningful activities, know and share different methodologies in our classrooms, which benefit the attention to diversity and to know other countries and their cultures (languages, celebrations, methodologies, etc.).

The activities will be carried out by students from 3 to 14 years old, although they will be designed according to age. Traditional tales and stories will be adapted to every level and classroom and the most important are; periodic meetings and visits to the countries partners, production of different activities related to Tales and stories: Trivial game, Gymkhana, Travel Book, Real story, and a short movie.

We strongly believe that the proposed activities will benefit our students' basic skills. The Communication skills (Reading, Writing, Listening, Speaking and Talking/Conversing) are actions that children need to develop their literary, linguistic and creative abilities. It is essential that children learn different readings, not only to increase their literary and linguistic level but also to face a rich education that develops both imagination and creativity, strengthening their self-esteem.

The main reason for this project should be made to transnational level is that it will allow to begin bows of union at the personal level and professional between the members participants of different places of the world. They will put jointly on ideas, cultural traditions, and certainly works and experiences will be shared to carry out that they will facilitate the students, also in the future, an



improvement of his learning.

The project beneficiaries will be the entire educational community, that is students and teachers and, in addition to this, the families will be a fundamental pillar for this project, so much for his participation and interest, since for the opportunity to improve his communication.

Likewise, we look for the collaboration of other entities, such as Special needs centres and Town halls, which will contribute the necessary material to include touristic elements of the environment for for activities with foreign teachers and children.

The long term impact of our partnership has to do with the improvement of the quality of teaching and learning processes and the use of digital resources and also the participation in other European projects.

Throughout the Project students will undertake active research; the programmed will consist of innovative participatory methods for bringing topical issues to life. Each mobility will be triggered by a relevant site visit leading to practical activities. These will provide further stimulus for intellectual debate and creative response within each school.

The project will encourage a thematic approach from all schools which will focus on different forms of art e.g. painting, writing, designing, singing and dancing, acting.



J.1. Summary of participating organisations

| PIC of Organisation | Name of the Organisation | Country of the Organisation |
|---|-------------------------------------|-----------------------------|
| 921706417 | CEIP GRACIANO ATIENZA | Spain |
| 940135350 | Ballysillan Primary School | United Kingdom |
| 947423639 | Ukmerge darzelis -lopselis "Eglute" | Lithuania |
| 942172544 | Istituto Comprensivo Lentini | Italy |
| 934137937 | KARSIYAKA TURKBIRLIGI ILKOKULU | Turkey |
| 946199693 | Scoala Gimnaziala Vama Buzaului | Romania |
| 922085978 | OLOIMERO DIMOTIKO SXOLEIO ELATEIAS | Greece |
| Total number of participating organisations | | 7 |



J.2. Budget Summary

| PIC of Organisation | Transnational Project Meetings | Learning/Teaching/Training Activities | | | | Special Needs | Exceptional Costs | Total |
|--|--------------------------------|---------------------------------------|--------------------|--------------------|---|---------------|-------------------|-----------------|
| | | Travel | Individual Support | Linguistic Support | Exceptional Costs (Overseas Countries and Territories Travel Costs) | | | |
| 921706417 | 4560.00 | 4320.00 | | | | | 8880.00 | |
| 940135350 | 4560.00 | 5760.00 | | | | | 10320.00 | |
| 947423639 | 4560.00 | | | | | | 4560.00 | |
| 942172544 | 4560.00 | | | | | | 4560.00 | |
| 934137937 | 4560.00 | 4320.00 | | | | | 8880.00 | |
| 946199693 | 4560.00 | 4320.00 | | | | | 8880.00 | |
| 922085978 | 4560.00 | 4320.00 | | | | | 8880.00 | |
| Total | 31920.00 | 23040.00 | | | | | 54960.00 | |
| Project Management and Implementation | | | | | | | | 48000.00 |

J.2.1. Project Total Grant

| | |
|------------------|-----------|
| Grant Calculated | 102960.00 |
|------------------|-----------|



K. Checklist

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

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



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

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

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if selected and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.
- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm



M. Declaration of Honour

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

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

Declare that:

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

EITHER

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

OR

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

It provides learning opportunities and

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

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

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

The organisation I represent:

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

Acknowledge that:

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

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

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

Commit:



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

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

| | |
|---|--------------------|
| Place: | Date (dd-mm-yyyy): |
| Name of the applicant organisation: | |
| Name of legal representative: | |
| Signature: | |
| National ID number of the signing person (if requested by the National Agency): | |
| Stamp of the applicant organisation (if applicable): | |



O. Submission

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

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

O.3. Alternative Submission Procedure

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

O.4. Submission Summary

This form has not been submitted yet.

O.5. Form Printing

Print the entire form