

Application

Programme	Erasmus+
Action Type	KA122-SCH - Short-term projects for mobility of learners and staff in school education (KA122-SCH)
Call	2024
Round	Round 1

Table of contents

Context.....	3
Project Summary.....	4
Applicant organisation.....	5
Participating Organisations.....	6
Applicant - I.C. ESSENETO (E10001242 - IT).....	6
Applicant Organisation details : I.C. ESSENETO.....	6
Background.....	7
Project objectives.....	10
Activities.....	13
Job-shadowing.....	14
Courses and training.....	17
Budget.....	20
Organisational Support.....	21
Travel.....	22
Individual Support.....	23
Linguistic Support.....	24
Course fees.....	25
Preparatory Visits.....	26
Inclusion Support.....	27
Exceptional costs.....	28
Quality Standards.....	29
Follow-up.....	32
EU Values.....	34
Annexes.....	35
Checklist.....	36
Submission History.....	37

Context

Welcome to the application form for School Education

Please verify that your organisation is eligible for the field you have chosen. If you are not certain which field you can apply for, you should contact your National Agency for advice.

Field of application	School Education			
Project title	Well-being at school - strategies for preventing failure in education			
Project start date (dd/mm/yyyy)	Project duration	Project end date (dd/mm/yyyy)	National Agency of the applicant organisation	Language used to fill in the form
01/06/2024	18	30/11/2025	IT02 - Agenzia Nazionale Erasmus+ - INDIRE	English

For further details about the available Erasmus+ National Agencies, please consult the following page [List of National Agencies](#).

Rules on number of participations: according to the Erasmus+ Programme Guide, within a period of any five consecutive call years, an organisation can receive a maximum of three grants for short-term projects in the same field (adult education, school education, or vocational education and training). Grants received in the 2014-2020 period do not count towards this limit.

If you would like to participate in Erasmus+ each year, please consider applying for an accreditation.

Project Summary

Please provide short answers to the following questions to summarise the information you have provided in the rest of the application form.

Please use full sentences and clear language. In case your project is accepted, the summary you provided will be made public by the European Commission and the National Agencies.

i. Background: Why did you apply for this project?

We are working in a difficult context in the southernmost region of Italy, on the outskirts of Europe, and are struggling with social and educational poverty of all sorts. A high percentage of our students is 'at risk' and poor results are registered in key competences, especially in English language. This situation is typical of the 'gap' between North and South. In order to bridge the divide we need to experiment new tools and approaches and are looking for European guidance in this process.

ii. Objectives: What do you want to achieve by implementing the project?

We believe that E+ is the best way to stimulate change and improve both teaching methods and organisational strategies. Our objective is to motivate our staff members and encourage them to widen their horizons, explore new settings and generally learn from best European practices for the ultimate benefit of our students. Of particular interest:

- inclusive teaching methods (creativity, cooperative learning, LBD, PBL) / positive school environment;
- foreign language learning and teaching/CLIL.

iii. Results: What results do you expect your project to have?

By training teachers in innovative methods and strategies we expect, on the long term, to enhance physical and mental well-being at school and thus combat educational failure amongst our weaker and less privileged students. In particular, we expect to improve:

- participation of all students;
- inclusive strategies for students with disabilities and/or special educational needs;
- social and cultural integration of migrants;
- foreign language learning as a passport to EU identity.

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10001242	I.C. ESSENETO	Italy	Sicilia	AGRIGENTO	www.icesseneto.it

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: [Organisation Registration System](#)

If you do not have OID number, you can create one here: [Register New Organisation](#)

Applicant - I.C. ESSENETO (E10001242 - IT)

Organisation ID	Legal name	Country
E10001242	I.C. ESSENETO	Italy

Applicant Organisation details : I.C. ESSENETO

Legal name	I.C. ESSENETO
Country	Italy
Region	Sicilia
City	AGRIGENTO
Website	www.icesseneto.it

My organisation plans to work with other supporting organisations that are not going to host our participants, but are going to help with the implementation of activities.

No

Background

In this section you should answer the question: "Who are you as an organisation?"

If you are applying on behalf of a larger organisation with multiple departments or sections, it is important that you clearly describe the structure of the entire organisation and explain which parts of the organisation are working in the field covered by this application. The field of the application is stated in the section 'Context'. It can be adult education, vocational education and training, or school education.

The following information is completed based on the information linked to your organisation identification number (OID):

Is the organisation a public body?	Is the organisation a non-profit?
Yes	No

Please choose the organisation type that best describes your organisation.

Type of organisation	School/Institute/Educational centre – General education (secondary level)
----------------------	---

Please briefly present your organisation.

i. What are your organisation's main activities? What kind of learning programmes is your organisation offering? If your organisation is providing more than one educational programme, please specify which of those programmes belong to the field of this application.

We are a state school and provide general education at three levels ['Istituto Comprensivo'], according to National Indications.

The focal points of our PTOF are:

- Environmental sustainability and topics related to Agenda 2030 - we regularly collaborate with environmental associations such as Legambiente and FAI;
- Literacy - we adhere to the national project "Nati per Leggere" and national initiatives such as "Libriamoci", "Io Leggo perchè" and "Cresciuti per Leggere";
- Foreign languages - Besides English, French and Spanish are taught. English at pre-primary school and CLIL have been introduced experimentally;
- Music - the lower secondary school is enhanced with a "corso ad indirizzo musicale" which has a positive spillover to the primary school and other departments.

Inclusion, well-being and creativity are transversal, therefore the field of application of this project covers all areas of our curriculum at all three levels.

ii. Please describe the learners attending learning programmes at your organisation. What are their profiles and age groups? In particular, please mention if you are regularly working with participants with fewer opportunities, and how?

AGE GROUPS

- pre-primary (3-5 years)
- primary (6-10 years)
- lower secondary (11-13 years)

PROFILES

According to our annual evaluation report [SNV/RAV], the social-economic-cultural index (ESCS) of our students at the primary school is low, while at lower secondary school it is medium/high. The difference is due to the fact that the younger children come from families living in the vicinities of the school, in a low-income suburb afflicted by unemployment, while the junior high school also attracts children from other residential areas. Approximately 5% of our students are first or second generation immigrants, 30% come from minimum-wage families, a large portion of families have a medium income (state employees, self-employed and commercial sector) and then there is also a substantial percentage of well-to-do families (doctors, lawyers ecc.).

Especially at lower secondary school, both the percentage of students with disabilities (5%) and students with specific learning disorders (8%) is high compared to provincial and regional standards, as are students with a migratory background (6%). Most non-Italian pupils do speak Italian and are socially and culturally rather well integrated, but an increasing number (currently 2%) does not speak Italian at all.

Students with special needs are supported in class by remedial teachers and assistants for communication and personal hygiene (ASACOM) and have individualised learning objectives [PDP/PEI].

iii. How many years of experience does your organisation have implementing these learning programmes?

60

What is the size of your organisation in terms of number of learners and staff? If your organisation is working in more than one field of education and training, please only include learners and staff in the field of this application.

Number of learners	900
Number of teaching staff	120
Number of non-teaching staff	25

Past Participation

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
School education staff mobility (KA101)	0	0	1	1
Newcomer organisation		No		
Less experienced organisation		Yes		
First time applicant		Yes		

Would you like to make any comments or add any information to the summary of your organisation's past participation?

We have not previously applied for an Erasmus+ grant as an organisation, but individual members of our staff (now on the Erasmus Team) do have some prior experience:

2019 - participation of our school in the eTwinning project 'Have Yourself a Merry Little Christmas' with different schools in Europe and East Europe. It was a project based on celebrating Christmas, sending and receiving Christmas cards. The e-Twinning involved students from the lower secondary school and our senior English teacher;

2013 - participation of the senior secondary school English teacher in a Comenius staff mobility project for teachers of English at Secondary Level: 'Creative Activities and Motivating Materials for the Secondary Classroom' organized by International Study Programmes in Gloucester-code UK-2013-1898-001- two week course;

2012 - participation of a lower secondary school music teacher in a 'Lifelong Learning Programme' study visit of 1 week in Latvia on the topic 'Developing competencies, talents and creativity outside formal education'.

Furthermore, other staff members previously employed in different schools but currently on our staff report to have some prior experience in Comenius mobility and eTwinning too. These activities have all been stepping stones towards our current application and have paved the way for our desire to participate in the Erasmus+ programme fully. As a less experienced organisation, we are requesting a grant for short term staff mobility which we intend to enforce with further e-Twinning activities with the job shadowing partner whose students we will be hosting.

In due time we hope to forward our request for accreditation.

Project objectives

What are the most important needs and challenges your organisation is currently facing? How can an Erasmus+ mobility project help improve your organisation for the benefit of all of its learners? Please illustrate your answers with concrete examples.

CHALLENGES

We are working in a difficult context in the southernmost region of Italy, on the outskirts of Europe, and are struggling with social and educational poverty of all sorts.

According to national statistics [ISTAT], Agrigento:

- has the highest unemployment rate in Italy (28%);
- is one of the lowest scorers in terms of quality of life: poor health services and public facilities and limited infrastructure;
- has a low average income and the demographic trend is negative, counterbalanced by an ever increasing influx of immigrants from economically depressed countries.

Annual school evaluation [RAV] registers a relatively high percentage of students from migratory backgrounds, with disabilities and learning disorders and with special educational needs, as set out in the previous paragraph.

As a consequence, the scores of our students on key competences in the Objective National Tests [INVALSI] show an evident and persistent 'gap' with national standards (especially in English language) and a conspicuous portion of our students has been classified as being 'at risk' of educational failure.

Attendance, motivation and inclusion are a constant challenge and are considered the first priority in our School Improvement Plan, followed by the need to improve results in foreign languages [Piano di Miglioramento].

Motivation and innovation is also a problem for the majority of our teaching staff. The average age of our teaching staff is 55+ and 90% has been teaching in our school for more than 5 years [RAV]. Furthermore, geographic barriers make sharing best practices and keeping up with innovation difficult. As can be expected in these circumstances, many teachers are anchored to traditional teaching methods, although in an internal survey conducted earlier this year 35% declared themselves willing to train in innovation and participate in E+ staff mobility. Therefore E+ courses and job-shadowing are now included in our long term Teachers' Training Plan [Piano di Formazione triennale].

OPPORTUNITIES

- Recent investments in ITC and cooperative classroom settings [Scuola 4.0] are waiting to be explored;
- Recent funds [PNRR 3.1] provide teachers with theoretical basics in L2 and CLIL methodology awaiting practical enforcement;
- The presence of the "Valley of the Temples", a UNESCO world heritage site and major EU tourist attraction, is a great opportunity to stimulate and put into practice foreign language skills.

NEEDS

As the title of this project suggests, we urgently need to promote a positive learning environment for our students and are in search of new strategies to prevent failure in education.

First and foremost we need to encourage and help our teaching staff innovate their professional skills in order to be able to:

- learn innovative teaching methods;
- develop inclusive classroom strategies;
- experiment the new cooperative classroom settings;
- adapt their teaching to the individual needs, inclinations and interests of each student;
- implement the new ITC tools in a human-centric manner.

Furthermore, the presence of international tourism is an opportunity to confirm our European identity and therefore we need to invest in the improvement of linguistic skills not only in English, but also in French and Spanish.

THE E+ FACTOR

We turn to our European colleagues in this process of innovation and trust that E+ will be the best way to widen our horizons, explore new settings and teaching methods and to help us learn from best EU practices through exchange and first hand observation of modern methods adopted by European colleagues 'on the job' in continental school systems. Furthermore, staff mobility undoubtedly strengthens the sense of European unity but it also motivates teachers and helps them put to practice their theoretic foreign language knowledge in authentic formal and informal situations, thus offering improvement of communicative skills in the EU languages taught at school.

Please define the objectives your organisation wants to achieve by implementing this Key Action 1 mobility project. Your objectives should be concrete, realistic, and should represent a

real benefit for your organisation and its learners.

Objective 1

Title

What do you want to achieve?

"Widening Horizons: offering teachers and school governance opportunities to develop new and effective strategies in order to combat educational poverty and promote well-being at school.

Explanation

Which needs and challenges described in the previous question are addressed by this objective, and how?

Without initial and continuous training for teachers and other educational staff, improvement and innovation is not possible. In order to address the main challenges and align the teachers' training programme with the PdM priority of creating a positive school climate in order to improve attendance and combat school failure in general, the main objective of this project is to train our staff on the topics of:

- creating positive educational spaces
- inclusion, integration and equality;
- innovative methods such as cooperative learning, learning by doing (LBD) and project based learning (PBL);
- creativity, arts and music as tools for inclusion and awareness of cultural identity and heritage;
- the human-centric implementation of ITC for the stimulation of gender equality, creative thinking and problem solving.

Measuring success

How are you going to evaluate if the objective has been reached?

STAFF PARTICIPATION Short term evaluation will regard:

- 1) number of participating staff members (target: 15% staff)
- 2) learning outcomes of participants (evaluation of feedback, dissemination, implementation)

STUDENTS

On the long term we expect an improvement in:

- 1) Being at school - absentee rate will be closely monitored monthly (target: keep the level below 16%);
- 2) Well-being at school - qualitative indicators will be used to monitor critical situations at school due to social, cultural or educational suffering:
 - periodic class council reports on behaviour, discipline, conduct;
 - the periodic report of the school psychologist [sportello ascolto];
 - close contact with parents [colloquio]
 - social services.
- 3) Doing well at school - we expect an improvement in school results in general and in English in particular. By 25/26 we expect to reach the statistical targets set by our PdM based on quantitative monitoring of
 - end of term results;
 - INVALSI results.

Objective 2

Title

What do you want to achieve?

"Foreign language and cultural identity: the promotion of language learning and linguistic diversity.

Explanation

Which needs and challenges described in the previous question are addressed by this objective, and how?

The second objective of this project is to train our staff on the topics related to the improvement of the key competences of our weaker students. In particular, our staff is encouraged to improve their strategies for the teaching and learning of foreign languages:

- implementation, materials and evaluation of CLIL;
- immersive learning situations;
- original materials;
- participation in eTwinning projects;
- active participation in local community opportunities for multilingual communication (tourism, Valley of the Temples, FAI, Open Day).

This also includes Italian as a second language for students from foreign language backgrounds.

Measuring success

How are you going to evaluate if the objective has been reached?

STAFF PARTICIPATION

Short term evaluation will regard attendance of staff members in training events:

- 1) quantitative - a congruous number of participating staff members (target: 10% staff)
- 2) qualitative - learning outcomes of participants (evaluation of feedback, dissemination, implementation).

STAFF SKILLS

within two years we will register an increase:

- in the number of teachers implementing CLIL (target: +4 units)
- linguistic skills of teachers, measured by CEFR standards (10 units, +1 level)

STUDENTS' SKILLS

By the end of 2025/26 we expect to reach the statistical targets set by our PdM based on quantitative monitoring of

- end of term results in English;
- INVALSI results in English reading and listening;
- active participation in eTwinning.

We also expect an increase in participation of students as Multilingual guides in

- 1) 'Giornate FAI'
- 2) Open Day

What topics are you going to work on in your project?

New learning and teaching methods and approaches

Preventing early school leaving and failure in education

Teaching and learning of foreign languages

Activities

Please choose the types of activities you would like to implement in your project and complete the details for the activities you have chosen, please open each type of activities from the table below by clicking on their name.

In this table and in the specific summary tables below you can see the overview of the information you have provided.

Before completing this table, make absolutely sure that you are familiar with descriptions and rules of each activity type as presented in the Erasmus+ Programme Guide. It is best to complete the table with the Programme Guide open.

Activity type	Number of participants	Average duration for participants (in days)	Number of accompanying persons	Average duration for accompanying persons (in days)	Total Grant (EUR)
Job-shadowing	17	6	0	0	28 371,00
Courses and training	8	6	0	0	15 112,00
Total	25		0		43 483,00

Job-shadowing

In this part of the application form, you need to create a list of participants and groups of participants that you plan to involve in Job-shadowing . These details will serve to assess your proposal and to calculate the needed budget.

The proposed planning should give a realistic representation of what you intend to implement. Of course, all plans must evolve. During implementation you will be allowed to change details such as destinations, the number of participants and duration of activities, as long as you continue working towards the same objectives.

The purpose of this section is to calculate the budget needed to implement your planned activities. You can use the button below to read the detailed funding rules and better understand the calculations below. The section introduces an important new concept: 'Mobility flow'. A mobility flow is a participant or a group of participants going to the same destination for the same duration of time and with same arrangements. If some participants going to the same destination need to have different arrangements (for example, different travel distance or mode of travel, different duration, Blended mobility activities, etc.) then you should split that mobility flow into two or more separate ones to be able to specify the differences. It is allowed to have more than one flow going to the same destination.

The information that you provide in this table will be automatically copied in the budget details. You can come back to this table at any point in case you want to change the data or separate a mobility flow into two.

Mobility flow ID	Destination country	Number of participants	Duration (in days)	Number of accompanying persons	Duration for accompanying persons (in days)
JOBSH-01	France	6	6	0	0
JOBSH-02	Spain	6	6	0	0
JOBSH-03	Poland	5	6	0	0
Total		17	18	0	0

Mobility flow ID	Destination country	Number of participants	Participants with fewer opportunities	Blended mobility	Sustainable means of transport (green travel)	Non-teaching staff
JOBSH-01	France	6	0	<input type="checkbox"/>	<input type="checkbox"/>	1
JOBSH-02	Spain	6	0	<input type="checkbox"/>	<input type="checkbox"/>	1
JOBSH-03	Poland	5	0	<input type="checkbox"/>	<input type="checkbox"/>	0
Total		17	0			2

Description (Job-shadowing)

Please describe your plans for Job-shadowing. If you plan to organise more than one activity of this type, your answers should cover all of the planned activities.

Please describe the planned content and profiles of participants in Job-shadowing.

Three hosting organisations have been found and each one offers unique opportunities perfectly aligned with our needs and suited to a well defined group of participants.

1) Assomption St.Clotilde (ASC) - Bordeaux/ France.

Outgoing job shadowing.

This is a well established school of European allure. Besides general education, international courses with a strong focus on the teaching of English as a foreign language are offered using original teaching materials as well as CLIL in various subjects and at different levels.

Planned content: Cambridge preparations, the DNL courses in English and the innovative methods in general education (work in workshops/cooperative learning etc) at the primary school. International section courses with geography classes in English (CLIL) and action-oriented teaching approaches (LBD) with dedicated/flexible classrooms at the Collège.

Profile of participants: Principal /representative of school governance, teachers of the English department (L2) and general education teachers using CLIL of both primary and junior high school.

2) Colegio Hogar ntra sra del Rosario (HNSR) - Valencia/ Spain.

Joint activity: outgoing job-shadowing and incoming student mobility (we will host 10 students + 3 teachers on environmental issues related to water management/Agenda 2030)

This small school on the coast of Spain is very similar to ours both in size and identity. They are faced with similar challenges but thanks to a very positive, young and dynamic school management have managed to create a positive school environment with a particularly innovative primary school and special attention to personal well-being as well as social and environmental awareness.

Planned content: specific methods used to promote well-being and inclusion at school, in particular the implementation of Project Based Learning (PBL) and a flexible time schedule.

Profile of participants: Principal/ representative of school governance, 1 Spanish language teacher, teachers representing various departments of both primary and junior high school.

3) Zespół Szkół Muzycznych 'Feliksa Rybickiego' - Tychy/Poland.

Two-way job shadowing.

This is a unique general education school enhanced with a music curriculum offering compulsory musical instrument training for ALL students (musical instrument, aural training, rhythmic activities, digital applications for composition and theory). As we also have an 'indirizzo musicale' with a positive spill-over, we are very well aware of the influence of musical practice in the life and growth of children and its potential as a tool for inclusion, communication and identity.

Planned content: ICT in music, musical instrument training at primary school level, methodology, aural training, general music activities, inclusion, European cultural heritage.

Profile of participants: general music teachers (primary and junior high school), choir mistress, musical instrument teachers, director of the school orchestra.

Please briefly describe the expected learning outcomes: what are the participants going to learn as a result of Job-shadowing.

Learning outcomes of mobility activities must be recognised after the activity, as defined in the [Erasmus quality standards](#). You can use [Europass Mobility](#) as a standardised recognition document, or you can apply a different instrument for the same purpose.

In general, we expect positive learning outcomes in job-related skills, language and communication skills, digital skills and organisation skills.

In particular we expect enhancement of teaching and assessment methods as well as the development of pedagogical material in the areas of foreign language teaching/CLIL (Bordeaux), inclusion, PBL and management (Valencia) and music related activities in general education for students of all ages (Tychy).

In accordance with ERASMUS quality standards, the specific expected learning outcomes of each mobility period will be agreed on with the hosting institution defined in a mobility contract which will be drawn up and proposed to the participants. This contract will define the specific expectations in terms of training and learning outcomes well as the participants' feedback on the results of the mobility in the form of a final report and other instruments.

After the activities have taken place, how are you going to evaluate the learning outcomes of Job-shadowing.

EUROPASS validation will be offered individually: 'Europass Mobility' is the most appropriate instrument to record and communicate the new skills and experiences gained during the Job shadowing experience in a widely recognised way. Participants will also be required to complete the standard report about their activities, as provided by the European Commission and the Erasmus quality standards.

Furthermore, for the benefit of the entire community, other forms of feedback on formal, informal and non-formal learning outcomes and achieved results will be encouraged and supported by the establishment, for example:

- SWOT analysis;
- inbound and outbound questionnaire (google form) aimed at gathering comparative data to measure and demonstrate objective improvement of knowledge and awareness;
- personal diary to record both personal and professional observations and experiences;
- production of digital tools to facilitate dissemination: video, padlet, powerpoint, shared database.

To which project objectives will Job-shadowing contribute?

Objective 1 : "Widening Horizons: offering teachers and school governance opportunities to develop new and effective strategies in order to combat educational poverty and promote well-being at school. , Objective 2 : "Foreign language and cultural identity: the promotion of language learning and linguistic diversity.

How did you find or how are you going to find hosting organisations for Job-shadowing?

What kind of organisations are you consider as hosting organisations for these activities?

In the month preceding the call deadline (January 2024) the search for appropriate hosting organisations was launched online.

Various platforms suggested by our regional Erasmus ambassador were consulted including institutional platforms such as 'Schooleducation Gateway' and dedicated groups on social media platforms such as:

- Erasmus+ Partner search KA1-KA2-KA3 (public FB group)
- Erasmus+ Job shadowing, partner search, networking (private FB group)

The most feasible candidates were invited to exchange relevant information via e-mail, followed by an informal video-call to assess compatibility and discuss expectations and objectives.

After a SWOT analysis of the potential hosting organisations, three were selected and the partnership was confirmed by means of a formal request by the legal representative, in lieu of approval of the Erasmus grant.

The selection was made according to the following profile criteria:

- general education schools with students of the same age (5-13)
- characteristics of particular interest, compatible with our objectives
- preferably in Spain or France, as we teach Spanish and French as a foreign language. Partners in these countries offer multiple benefits:
 - a) potential partner for future student mobility and/or eTwinning;
 - b) the possibility of including the foreign language teacher, who is both eager and able to exercise the language spoken in loco with knowledge of the country and its culture, in the visiting group.

Courses and training

In this part of the application form, you need to create a list of participants and groups of participants that you plan to involve in Courses and training . These details will serve to assess your proposal and to calculate the needed budget.

The proposed planning should give a realistic representation of what you intend to implement. Of course, all plans must evolve. During implementation you will be allowed to change details such as destinations, the number of participants and duration of activities, as long as you continue working towards the same objectives.

The purpose of this section is to calculate the budget needed to implement your planned activities. You can use the button below to read the detailed funding rules and better understand the calculations below. The section introduces an important new concept: 'Mobility flow'. A mobility flow is a participant or a group of participants going to the same destination for the same duration of time and with same arrangements. If some participants going to the same destination need to have different arrangements (for example, different travel distance or mode of travel, different duration, Blended mobility activities, etc.) then you should split that mobility flow into two or more separate ones to be able to specify the differences. It is allowed to have more than one flow going to the same destination.

The information that you provide in this table will be automatically copied in the budget details. You can come back to this table at any point in case you want to change the data or separate a mobility flow into two.

Mobility flow ID	Destination country	Number of participants	Duration (in days)	Number of accompanying persons	Duration for accompanying persons (in days)
COURS-01	Spain	4	6	0	0
COURS-02	Czechia	4	6	0	0
Total		8	12	0	0

Mobility flow ID	Destination country	Number of participants	Participants with fewer opportunities	Blended mobility	Sustainable means of transport (green travel)	Non-teaching staff
COURS-01	Spain	4	0	<input type="checkbox"/>	<input type="checkbox"/>	1
COURS-02	Czechia	4	0	<input type="checkbox"/>	<input type="checkbox"/>	1
Total		8	0			2

Description (Courses and training)

Please describe your plans for Courses and training. If you plan to organise more than one activity of this type, your answers should cover all of the planned activities.

Please describe the planned content and profiles of participants in Courses and training.

In order to obtain our primary objective we have selected two courses covering our main areas of interest:

1) "WE ARE ALL SPECIAL: Inclusion and Support for Students with Special Needs In and Out of the Classroom"
Planned content: This course is designed to offer a deeper understanding of class dynamics, students' wellbeing, learning success, and family involvement in inclusive schools. It includes a general introduction to main disabilities such as learning disabilities, emotional and behavioural disorders, intellectual and physical disabilities and impairment. Participants will be given a series of hands-on activities to prevent isolation and disruptive behaviour, considering peer interaction and peer support as fundamental elements to build social skills, self-confidence, and cope with stress and helplessness. Participants will also experience effective techniques and movement-based activities, to be used with students with special needs and the rest of the class. Digital tools will also be explored, with the intention to use ICT to facilitate all students' inclusion, involvement, and sense of self-efficacy. Finally, participants will be trained in the use of positive and practical strategies to improve effective communication with parents and the rest of the class.

2) "THE 4Cs: Creativity, Critical Thinking, Communication and Collaboration in Schools"
Planned content: This course aims to provide teachers with the knowledge, know-how, and confidence to incorporate these stimulating skills into their curriculum and school environment. In a true learn-by-doing environment, course participants will gain greater knowledge about what these competencies entail and not only how to teach them, but first and foremost how to tap into their own ability to create, think critically, communicate effectively, and collaborate well with others. The "Four Cs" strengthen our learners' ability to find their place – professionally, personally, and socially – in today's fast-changing world, while fostering other life-enhancing Cs: curiosity, confidence, caring, and cooperation.

PROFILES OF PARTICIPANTS:

Each course will be attended by 4 staff members, including:

- the principal or a member of his staff (representative of school governance, in order to ensure the embedment of positive learning outcomes and best practices in the daily school organisation)
- a foreign language teacher (for linguistic support of the participants on both formal and informal situations)
- two teachers representing both levels of education (primary and secondary).

Participation will be open to both teaching staff and non-teaching staff upon application.

Participants will be selected through a transparent, fair and inclusive selection procedure.

All participants will be required to have basic communicative skills in English (at least B1 level) and have attended the specific 25-hour 'refresh' course "English for Erasmus" organised and funded by the sending organisation.

Please briefly describe the expected learning outcomes: what are the participants going to learn as a result of Courses and training.

Learning outcomes of mobility activities must be recognised after the activity, as defined in the [Erasmus quality standards](#). You can use [Europass Mobility](#) as a standardised recognition document, or you can apply a different instrument for the same purpose.

Specific expected learning outcomes of each course:

- 1) Acquisition of knowledge about main disabilities; Exchange of practices, sharing of difficulties and solutions; Experiencing of concrete activities to prevent isolation and disruptive behaviour; Learning how to empower peer interaction and support with other students with special needs and classmates; Practicing of effective and positive communication with parents.
- 2) Understanding and experiencing of the creative process; Critical thinking; Experiencing effective communication abilities and techniques; Broadening collaborative opportunities in the classroom and at school.

In general, participants will live a truly international team-building experience.

A mobility contract will be drawn up and proposed to the participants, defining the specific expectations in terms of training and learning outcomes well as the participants' feedback on the results of the mobility in the form of a final report and other instruments.

After the activities have taken place, how are you going to evaluate the learning outcomes of Courses and training.

EUROPASS validation will be offered individually, as 'Europass Mobility' is considered to be the most appropriate and widely recognised instrument to record and communicate the new skills and experiences gained during the course. Participants will also be required to complete the standard report about their activities, as provided by the European Commission and the Erasmus quality standards.

Furthermore, for the benefit of the entire community, other forms of feedback on formal, informal and non-formal learning outcomes and achieved results will be encouraged and supported by the establishment, for example:

- SWOT analysis;
- inbound and outbound questionnaire (Google form) aimed at gathering comparative data to measure and demonstrate

objective improvement of knowledge and awareness;

- personal diary to record both personal and professional observations and experiences;
- production of digital tools to facilitate dissemination: video, padlet, powerpoint, shared database.

To which project objectives will Courses and training contribute?

Objective 1 : "Widening Horizons: offering teachers and school governance opportunities to develop new and effective strategies in order to combat educational poverty and promote well-being at school. , Objective 2 : "Foreign language and cultural identity: the promotion of language learning and linguistic diversity.

How did you find or how are you going to find hosting organisations for Courses and training?

What kind of organisations are you consider as hosting organisations for these activities?

As a newcomer to Erasmus staff mobility, in our search for a trusted and reliable partner for training our staff we have relied heavily on the positive experiences of colleagues. While defining the project, the Erasmus Team members gathered information by:

- consulting the regional Erasmus ambassadors;
 - attending dissemination events of schools in the vicinities;
 - speaking to colleagues who have already participated in staff mobility with other schools;
 - comparing websites of the various organisations offering courses and training compatible with the Erasmus+ programme.
- Opinions converged on the EUROPASS TEACHER ACADEMY, which was soon identified as our ideal hosting partner due to:

- direct accreditation as ERASMUS+ partner;
- a wide variety of training courses on relevant topics such as innovation, well-being and improved school environments, with a focus on 21st-century skills;
- quality standards, ensuring the highest quality benchmarks for international training providers;
- high scoring both on verified course reviews and on 'word of mouth'.

The Academy was consulted directly to make enquiries on some practical aspects such as dates, locations and availability of the courses of our interest.

Once the catalogue of courses available for the next school year was consulted, the most appropriate courses were selected by our Erasmus Team.

Budget

Budget summary

Activity type	Organisational support (EUR)	Individual support (EUR)	Travel (EUR)	Course fees (EUR)	Linguistic support (EUR)	Preparatory visits (EUR)	Inclusion support (EUR)	Total (EUR)
Job-shadowing	5 950,00	17 168,00	5 253,00	Not applicable	0,00	0,00	0,00	28 371,00
Courses and training	800,00	8 000,00	2 472,00	3 840,00	Not applicable		0,00	15 112,00
Total	6 750,00	25 168,00	7 725,00	3 840,00	0,00	0,00	0,00	43 483,00

Details

Activity type	Individual support for participants (EUR)	Standard travel (EUR)	Inclusion support for participants (EUR)	Inclusion support for organisations (EUR)
Job-shadowing	17 168,00	5 253,00	0,00	0,00
Courses and training	8 000,00	2 472,00	0,00	0,00
Total	25 168,00	7 725,00	0,00	0,00

Organisational Support

Organisational support covers various costs directly linked to the implementation of mobility activities and not covered by other cost categories..

This includes preparation (pedagogical, intercultural and other), mentoring, monitoring and support of participants during mobility, services, tools and equipment needed for virtual components in blended activities, recognition of learning outcomes, sharing results and making the European Union funding visible to the public.

Please keep in mind that organisational support covers costs incurred by both sending and hosting organisations (except in the case of staff mobility for courses and training). The grant should be shared between the two organisations according to their tasks and expenses.

Mobility flow ID	Activity type	Destination country	Number of participants	Number of accompanying persons	Organisational support unit cost (EUR)	Organisational support grant (EUR)
JOBSH-01	Job-shadowing	France	6	0	350,00	2 100,00
JOBSH-02	Job-shadowing	Spain	6	0	350,00	2 100,00
JOBSH-03	Job-shadowing	Poland	5	0	350,00	1 750,00
COURS-01	Courses and training	Spain	4	0	100,00	400,00
COURS-02	Courses and training	Czechia	4	0	100,00	400,00
Total			25	0	1 250,00	6 750,00

Travel

Travel grant covers the return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.

Mobility flow ID	Activity type	Exceptional costs for expensive travel	Destination country	Number of participants	Number of accompanying persons	Sustainable means of transport (green travel)	Travel Distance	Travel unit cost (EUR)	Travel grant (EUR)
JOBSH-01	Job-shadowing	<input type="checkbox"/>	France	6	0	<input type="checkbox"/>	500 - 1999 km	309,00	1 854,00
JOBSH-02	Job-shadowing	<input type="checkbox"/>	Spain	6	0	<input type="checkbox"/>	500 - 1999 km	309,00	1 854,00
JOBSH-03	Job-shadowing	<input type="checkbox"/>	Poland	5	0	<input type="checkbox"/>	500 - 1999 km	309,00	1 545,00
COURS-01	Courses and training	<input type="checkbox"/>	Spain	4	0	<input type="checkbox"/>	500 - 1999 km	309,00	1 236,00
COURS-02	Courses and training	<input type="checkbox"/>	Czechia	4	0	<input type="checkbox"/>	500 - 1999 km	309,00	1 236,00
Total				25	0				7 725,00

Individual Support

Individual support covers costs of subsistence for participants and accompanying persons during the activity. Please note that in order for calculations to be completed, you need to specify your National Agency in section Context and you need to choose the destination country in section Activities.

Individual support can also cover subsistence costs for travel time before and after the activity. For more details, please refer to the Programme Guide.

Mobility flow ID	Activity type	Destination country	Number of participants	Duration (in days)	Number of accompanying persons	Duration for accompanying persons (in days)	Travel days	Individual support base rate for participants (EUR)	Individual support base rate for accompanying persons (EUR)	Individual support grant for participants (EUR)	Individual support grant for accompanying persons (EUR)	Total individual support grant (EUR)
JOBSH-01	Job-shadowing	France	6	6	0	0	2	141,00	0,00	6 768,00	0,00	6 768,00
JOBSH-02	Job-shadowing	Spain	6	6	0	0	2	125,00	0,00	6 000,00	0,00	6 000,00
JOBSH-03	Job-shadowing	Poland	5	6	0	0	2	110,00	0,00	4 400,00	0,00	4 400,00
COURS-01	Courses and training	Spain	4	6	0	0	2	125,00	0,00	4 000,00	0,00	4 000,00
COURS-02	Courses and training	Czechia	4	6	0	0	2	125,00	0,00	4 000,00	0,00	4 000,00
Total			25	30	0	0	10			25 168,00	0,00	25 168,00

Linguistic Support

Linguistic support covers the costs of providing language learning materials and training to participants who need to improve the knowledge of the language they will use to study or receive training during their activity.

Linguistic support grants are mainly available in place of Online Language Support (OLS) when the appropriate language or level is not available. To better estimate the needs for your project, you can check the availability of courses for specific languages and levels:

Mobility flow ID	Activity type	Destination country	Number of participants	Language	Number of participants for whom OLS is available	Linguistic support unit cost (EUR)	Linguistic support grant (EUR)
JOBSH-01	Job-shadowing	France	0	English	0	150,00	0,00
JOBSH-02	Job-shadowing	Spain	0	English	0	150,00	0,00
JOBSH-03	Job-shadowing	Poland	0	English	0	150,00	0,00
Total			0		0		0,00

Course fees

Course fees cover enrolment fees for courses and training.

Mobility flow ID	Activity type	Destination country	Number of participants	Duration (in days)	Request maximum course fees	Total number of days for course fees	Course fees unit costs (EUR)	Course fees grant (EUR)
COURS-01	Courses and training	Spain	4	6	<input checked="" type="checkbox"/>	24	80,00	1 920,00
COURS-02	Courses and training	Czechia	4	6	<input checked="" type="checkbox"/>	24	80,00	1 920,00
Total			8	12				3 840,00

Preparatory Visits

You can set up a preparatory visit to your hosting partner before the mobility takes place.

However, please keep in mind the relevant provisions of the Programme Guide: preparatory visits must have a clear reasoning and must serve to improve inclusiveness, scope and quality of mobility activities. For example, preparatory visits can be organised to better prepare mobility of participants with fewer opportunities, to start working with a new partner organisation, or to prepare longer mobility activities.

You can receive funding for a maximum of three persons per preparatory visit.

Mobility flow ID	Activity type	Destination country	Number of participants in preparatory visits	Preparatory visit unit cost (EUR)	Preparatory visits grant (EUR)
JOBSH-01	Job-shadowing	France	0	680,00	0,00
JOBSH-02	Job-shadowing	Spain	0	680,00	0,00
JOBSH-03	Job-shadowing	Poland	0	680,00	0,00
Total			0		0,00

Inclusion Support

Inclusion support covers various costs related to the organisation of mobility activities for participants with fewer opportunities.

Support is provided in two forms: inclusion support for organisations and inclusion support for participants. Inclusion support for organisation is a fixed sum per participant intended to cover administrative and other minor costs. Inclusion support for participants covers 100% of any actual cost linked to the participants with fewer opportunities and their accompanying persons. For example, this can include hiring assistants or translators, as well as costs related to travel and subsistence if the standard grants for these categories are not sufficient to cover the costs. In the latter case, the full amount of travel and subsistence costs should be requested through Inclusion Support.

Mobility Flow ID	Activity type	Destination country	Number of participants in the mobility flow	Number of participants with fewer opportunities	Inclusion support for organisations (EUR)	Inclusion support for participants (EUR)
JOBSH-01	Job-shadowing	France	6	0	0,00	0,00
JOBSH-02	Job-shadowing	Spain	6	0	0,00	0,00
JOBSH-03	Job-shadowing	Poland	5	0	0,00	0,00
COURS-01	Courses and training	Spain	4	0	0,00	0,00
COURS-02	Courses and training	Czechia	4	0	0,00	0,00
Total			25	0	0,00	0,00

Exceptional costs

Exceptional costs may be claimed for costs linked to entry requirements for specific countries (including visas, residence permits, vaccinations, and medical certificates) and financial guarantee (if such a guarantee is requested by the National Agency).

Cost type	Activity Type	Mobility Flow ID	Number of participants in the mobility flow	Number of persons supported with this cost item	Description and justification of expenses (EUR)	Eligible costs (EUR)	Support Rate (%)	Eligible amount
Total								

The National Agency has requested a financial guarantee.

Quality Standards

Organisations implementing mobility activities must adhere to a common set of Erasmus quality standards. The standards exist to ensure good mobility experience and learning outcomes for all participants, and to make sure that all organisations receiving the Programme's funding are contributing to its objectives. In a mobility consortium, Erasmus quality standards apply to activities implemented by all beneficiary organisations: the coordinator and the consortium members.

The Erasmus quality standards are part of the Erasmus+ call for Key Action 1 projects. They are also presented below so you can read and easily access them again while writing your application. Where needed, appropriate application of Erasmus quality standards in the national context will be further interpreted by the relevant National Agency.

Please carefully read the Erasmus quality standards presented below and confirm your agreement.

I. Basic principles

- **Inclusion and diversity:** the beneficiary organisations must respect the principles of inclusion and diversity in all aspects of their activities. The beneficiary organisations must ensure fair and equal conditions for all participants.

Whenever possible, the beneficiary organisations should actively engage and involve participants with fewer opportunities in their activities. The beneficiary organisations should make maximum use of the tools and funding provided by the Programme for this purpose.

- **Environmental sustainability and responsibility:** the beneficiary organisations must promote environmentally sustainable and responsible behaviour among their participants. The beneficiary organisations should make maximum use of the funding provided by the Programme to support sustainable means of travel.
- **Digital education – including virtual cooperation, virtual mobility and blended mobility:** the beneficiary organisations should use digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations. The beneficiary organisations should make maximum use of the digital tools, online platforms, and other opportunities provided by the Programme for this purpose.
- **Active participation in the network of Erasmus organisations:** one of the objectives of the Programme is to support the development of the European Education Area. Beneficiary organisations should seek to become active members of the Erasmus network, for example by hosting participants from other countries, or by taking part in exchanges of good practices and other contact activities organised by the National Agencies or other organisations. Experienced organisations should share their knowledge with other organisations that have less experience in the Programme by providing advice, mentorship or other support. Where relevant, beneficiary organisations should encourage their participants to take part in alumni activities and networks.

II. Good management of mobility activities

- **Core tasks - keeping ownership of the activities:** the beneficiary organisations must keep ownership of core implementation tasks and may not outsource these tasks to other organisations.

The core tasks include financial management of the programme funds, contact with the National Agency, reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities (such as the choice of activity type, duration, and the hosting organisation, definition and evaluation of learning outcomes, etc.)

- **Supporting organisations, transparency and responsibility:** in practical aspects of project implementation, the beneficiary organisations may receive advice, assistance or services from other organisations, as long as the beneficiary organisations keep control of the content, quality and results of the implemented activities, as described under 'core tasks'.

If beneficiary organisations use programme funds to pay other organisations for specific implementation tasks, then the obligations of such organisations must be formally defined to ensure compliance with the Erasmus quality standards and protection of the Union funds. The following elements must be included in the formal agreement between the beneficiary and the service provider: tasks to be carried out, quality control mechanisms, consequences in case of poor or failed delivery, and flexibility mechanisms in case of cancellation or rescheduling of agreed services that guarantee fair and balanced sharing of risk in case of unforeseen events. Documentation defining these obligations must be available for review by the National Agency.

Organisations that assist the beneficiary with specific implementation tasks (on paid or voluntary basis) will be considered supporting organisations and must be registered in the official reporting tools. The involvement of supporting organisations must bring clear benefits for organisational development of the beneficiary organisation and for the quality of mobility activities.

In all cases, the beneficiary organisation will stay responsible for the results and quality of implemented activities, regardless of the involvement of other organisations.

- **Contributions paid by participants:** as a form of co-funding, the beneficiary organisation may ask participants in mobility activities for contributions to pay for goods and services necessary for the implementation of those activities. The size of the participants' contributions must remain proportional to the grant awarded for the implementation of the activity, must be clearly justified, collected on a non-profit basis, and may not create unfair barriers to participation (especially concerning participants with fewer opportunities). Additional fees or other participant contributions cannot be collected by supporting organisations or other service providers chosen by the beneficiary organisation.
- **Integrating results of mobility activities in the organisation:** beneficiary organisations must integrate the results of the implemented mobility activities (e.g. knowledge gained by staff in professional development) in their regular work, in order to benefit the organisation as a whole, its staff, and learners.
- **Developing capacity:** beneficiary organisations should use the programme funds (and organisational support in particular) in a way that gradually increases their capacity to work internationally on a sustainable, long-term basis. In a mobility consortium, all organisations should benefit in this way.
- **Regular updates:** beneficiary organisations must regularly encode the information about planned and completed mobility activities in the tools provided for this purpose by the European Commission.
- **Gathering and using participants' feedback:** beneficiary organisations must ensure that participants complete the standard report about their activities, as provided by the European Commission. The beneficiary organisations should make use of the feedback provided by the participants to improve their future activities.

III. Providing quality and support to the participants

- **Practical arrangements:** the beneficiary organisations must ensure the quality of practical and logistic arrangements (travel, accommodation, visa applications, social security, etc.). If these tasks are delegated to the participant or a service provider, the beneficiary organisation will remain ultimately responsible for verifying their provision and quality.
- **Health, safety and respect of applicable regulation:** all activities must be organised with a high standard of safety and protection for involved participants and must respect all applicable regulation (for example regarding parental consent, minimum age of participants, etc.). The beneficiary organisations must ensure that their participants have appropriate insurance coverage, as defined by the general rules of the Programme and the applicable regulation.
- **Selection of participants:** participants must be selected through a transparent, fair and inclusive selection procedure.
- **Preparation:** participants must receive appropriate preparation in terms of practical, professional and cultural aspects of their stay in the host country. The preparation should be organised in collaboration with the hosting organisation (and the hosting families, where relevant).
- **Monitoring and mentoring:** where relevant based on the format of the activity, the sending and hosting organisations must identify a mentor or a similar key person who will be following the participant during their stay at the hosting organisation and who will help them achieve the desired learning outcomes. Particular attention should be given to the introduction and integration of the participants at the hosting organisation, and to the monitoring of the learning process.
- **Support during the activity:** participants must be able to request and receive support from their hosting and sending organisations at any time during their mobility. Contact persons in both organisations, means of contact, and protocols in case of exceptional circumstances must be defined before the mobility takes place. All participants must be informed about these arrangements.
- **Linguistic support:** the beneficiary organisation must ensure appropriate language training, adapted to the personal and occupational needs of the participants. Where appropriate, the beneficiary organisation should make maximum use of the specific tools and funding provided by the Programme for this purpose.
- **Definition of learning outcomes:** the expected learning outcomes of the mobility period must be agreed for each participant or group of participants. The learning outcomes must be agreed between the sending and hosting organisations, as well as the participant (in case of individual activities). The form of the agreement will depend on the type of the activity.
- **Evaluation of learning outcomes:** learning outcomes and other benefits for the participants should be

systematically evaluated. Results of the evaluation should be analysed and used to improve future activities.

- **Recognition of learning outcomes:** formal, informal and non-formal learning outcomes and other results achieved by the participants in mobility activities must be appropriately recognised at their sending organisation. Available European and national instruments should be used for recognition whenever possible.

IV. Sharing results and knowledge about the programme

- **Sharing results within the organisation:** beneficiary organisations should make their participation in the Programme widely known within the organisation and create opportunities for participants to share their mobility experience with their peers. In case of mobility consortia, the sharing should take place in the whole consortium.
- **Sharing results with other organisations and the public:** beneficiary organisations should share the results of their activities with other organisations and the public.
- **Publicly acknowledging European Union funding:** beneficiary organisations should make their participation in the Programme known in their community and in the wider public. Beneficiary organisation also must inform all participants about the source of their grant.

Subscribing to Erasmus Quality Standards

To apply for a Key Action 1 mobility project, your organisation must subscribe to the quality standards described above and accept to be evaluated based on those standards. Please read the following statements carefully and confirm your agreement:

- I have read and understood the above quality standards
- I understand and agree that these quality standards will be used as part of the criteria for evaluation of my project at final report stage

Follow-up

What will your organisation do to contribute to the basic principles defined by the [quality standards](#) : inclusion and diversity, environmental sustainability and responsibility, digital education, and active participation in the network of Erasmus+ organisations?

INCLUSION

students: inclusion and equality are the very core of our project and the first priority of our school's PdM.

staff: we are not aware of any special needs amongst our current staff members. The selection of participants will be transparent and all participants will receive linguistic support prior to departure.

ENVIRONMENT

Located on an island, as we are, flight is the only feasible mode of travel for reaching European destinations. We can only try to limit our carbon footprint by avoiding excessively remote destinations, paying the air company's 'low CO2' fare and using public transport / carpooling for local transfers.

DIGITAL EDUCATION

For all preparation, digital tools and platforms have been preferred to preparatory visits:

- social media, websites
- e-mail communication, online meetings
- eTwinning

E+ NETWORK

Job-shadowing partnerships include hosting:

- student mobility and eTwinning (ES)
- staff mobility (PL)

Please describe your project team and the division of tasks in it. Who will participate in the project team – please mention the persons' roles, positions and expertise, not their names. How will the key project tasks be divided among the project team: selection of participants, preparation of participants, supporting participants during the activity, defining the learning programmes, recognition of learning outcomes, overall supervision and ensuring the respect of quality standards.

The ERASMUS TEAM has been designated by the general assembly in Sept. 2023 and is composed of:

1. Principal

- legal representative
- excellent multi-linguistic skills

2. Project Coordinator

- co-responsible for school planning and management [F.S. area 1 AV/PdM/PTOF e NIV]
- dutch citizen with international background and English-language schooling (bilingual I.B.); C2 certificate in English
- music teacher at I.C.Esseneto since 2013

3. Primary School Team Member

- co-responsible for primary school planning and evaluation of key competences [referente INVALSI e NIV]
- primary school teacher specialised in English language teaching
- teacher at I.C.Esseneto since 2015

4. Junior High School Team Member

- head of the foreign language department
- English teacher with a degree in English language and previous experience in Erasmus and eTwinning,
- English teacher at I.C.Esseneto since 2001

The Team is supported by the vice-principal/ head of the primary school programme and the entire foreign language department.

TASKS

Although the project is the product of consultation and team work throughout:

- the principal and project coordinator are responsible for the final definition of the project and learning programmes, overall supervision and respect of all quality standards, including appropriate language training adapted to the needs of the participants (to this end a free B1 "English for Erasmus" course for all participants has already been provided for);
- the principal will select participants through transparent, fair and inclusive procedures by applying objective criteria established by the Team in accordance with the profile defined for each activity;
- the respective team members (coordinated by the project coordinator) will carry out practical tasks linked to the preparation and support of participants, the gathering of feedback and the recognition of learning outcomes;
- DSGA is responsible for economic administration.

What will you do to integrate the results of implemented mobility activities in your organisation's regular work?

We will do everything we can to ensure that the mobility of our staff can be part of the elements of valorisation, training and motivation for the entire organisation. Feedback is important and is intended:

- for students for whom these testimonies could be the trigger for mobility;
- for staff who will have benefited from their internship in terms of exchanges of professional practices;
- for staff who did not participate in the mobility but for whom this mobility could be inspiring;
- for the Institution which wishes to improve the skills of its staff and those of its students, as well as improving future

activities both at school and in the European context.

Dissemination in the form of information to the educational community will be carried out regularly, and during key events, in order to spread European culture to everyone:

- "Europe Day" and major public events such as 'Open day at school' are used for public feedback to stakeholders as well as online communication via website, social media and local journalism;

- Internal dissemination to non participating staff members will be ensured at the conclusion of each mobility activity in institutional situations such as General assembly, School Council, Class Council and Subject-area Departments. This includes the sharing of fotos, videos and general presentations with an informative function.

For lasting and significant integration of results in regular work a more practical approach will also be adopted, based on peer learning: micro workshops and/or seminars will be organised in which returning participants will share their experiences and observations with their colleagues and discuss them. They will also be encouraged to share the materials they may have acquired in their mobility activity (plans, books, timetables, grids etc).

Returning participants will also be encouraged to 'mentor' colleagues wishing to experiment, providing informal 'in service' training.

What will your organisation do to share the results of its activities and knowledge about the Programme?

i. To share results within your organisation

To begin with, we intend to ensure the participation of at least one component of school governance (principal, vice principal or a delegated member of his staff) in each mobility activity to ensure first hand experience of school leadership and implementation of the results.

Furthermore, at the conclusion of each mobility event, results will be shared with:

- school governance [Consiglio d'Istituto]
- general assembly [Collegio dei Docenti]
- peers and colleagues in subject-area departments and class councils [Dipartimento disciplinare, Consigli di Classe].

ii. To share results with other organisations and the public

- Contribute to EU Project Results Dissemination Platform
- Create a public dissemination event (seminar or conference): a yearly "Erasmus Day" with an open invitation extended to other schools and organisations in the Region;
- Create an "Erasmus Corner" at the yearly 'Open Day';
- Create a dedicated section in the menu of the school's website where digital audio-visual products such as videos and padlets as well as other relevant information can be shared;
- Contribute to the school's journal, podcast and Facebook page as well as local news agencies with articles and interviews.

iii. To publicly acknowledge European Union funding

- Include the ERASMUS+ logo on the header of all official school documents;
- Include the ERASMUS+ logo on the home page of the school's website;
- Include the ERASMUS+ logo on all visual material (both digital and non) which may be produced to promote and disseminate during public events, including temporary posters and roll-ups;
- Place a plaque explicitly acknowledging EU funding and the details of the specific funds received in a visible point accessible to the general public in both school buildings.

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -ERASMUS+.pdf	92
Total Size (kB)	92

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
Total Size (kB)	0
Total Size (kB)	92

Checklist

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

- It fulfills the eligibility criteria listed in the [Programme Guide](#).
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: IT02 - Agenzia Nazionale Erasmus+ - INDIRE

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#) (for more details, see the Programme Guide - "Information for applicants").

Original content and authorship

- I confirm that this application contains original content authored by the applicant organisation.
- I confirm that no other organisations or individuals external to the applicant organisation have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
1	19/02/2024 10:59:01	1515453	Submitted