



Context

Main objective of the project	Exchange of Good Practices
Project Title	Responsible Students, Responsible Citizens (sharing ideas, sharing project among four European schools)
Project Acronym	
Project Start Date (dd-mm-yyyy)	01-09-2018
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	31-08-2020
National Agency of the Applicant Organisation	ES01 Servicio Español para la Internacionalización de la Educación (SEPIE)
Language used to fill in the form	English

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

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



Participating Organisations

Please note, the PIC code is a unique identifier for the organisation within the whole Erasmus+ Programme. It should be requested only once per organisation and used in all applications for all Erasmus+ actions and calls. Organisations that have previously registered for a PIC should not register again. If an organisation needs to change some of the information linked to the PIC, this can be done through the Participant Portal. (<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>)

Applicant Organisation

PIC	948067040
Legal name	IES ALBAL
Legal name (national language)	IES ALBAL
National ID (if applicable)	46022831
Department (if applicable)	
Acronym	
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CEDEX	
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Telephone	+34961206110
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Profile

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

Is your organisation a non-profit?

Yes

Associated Persons

Legal Representative

Title

Ms

Gender

Female

First Name

CRISTINA

Family Name

PERIS RODRÍGUEZ

Department

PHILOSOPHY

Position

PRINCIPAL

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If the address is different from the one of the organisation

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City

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Contact Person

Title

Ms

Gender

Female

First Name

CARMEN

Family Name

MARTÍN CASTELLÓ

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If the address is different from the one of the organisation	Yes
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Country	Spain
P.O. Box	
Postal Code	46470
CEDEX	
City	ALBAL

Background and Experience

Please briefly present the school and include the following information:

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

IES Albal is a state secondary and Sixth Form College (science and social science and humanities) and vocational training school (electronics and electricity / Robotics) placed in the metropolitan area of Valencia (Spain). The school started in 2004 with 400 pupils and 60 teachers and has managed to grow in a considerable way in the last 9 years, among other reasons, because of the implementation of a multilingual programme and the development of different European programmes. Presently, it consists of 104 teachers and 1045 students. We should point out that the vast majority of our students are doing 'ESO' (compulsory secondary education) where we have 28 units, which means that a high percentage of our students are between 12 and 16 years old. This fact causes very specific difficulties in our school which need the implementation of a number of measures for diversity outreach and problem solving methodologies and techniques. Our motivation to join this project is because we think the main topic matches directly with our general characteristics: Being a centre that promotes inclusive and equitable education Getting to be an innovative and high quality school Being a multilingual centre The leading team (Principal and Viceprincipal) will provide the guideless and direct this project. We have been boosting European projects in this school since the school year 2007-2008 (three Comenius projects, 2 KA1 Projects, 1 KA2 project and different e-twinning projects and exchanges). We also count on a number of teachers in charge of different programmes who will collaborate directly with the project: the person in charge of the Mediation Team, the person in charge of the Pymalion project and the rest of teachers who make up the Erasmus + team. We consider that our group has a good number of members and we have been working together for a long time in European project so we think that if the responsible people had to abandon the project, there would be other members who could take over without major difficulty. From its very beginning, IES Albal has tried to give an answer to the needs of our student to combat school failure by implementing different programmes: School Accompaniment in 1st, 2nd and 3rd of ESO small group and reinforcement classrooms 1st and 2nd ESO, 'INTEGRA' programme for students with behavioural issues and with a high risk of school abandonment, learning and performance improvement programme 3rd of ESO, reinforcement programme for 4th of ESO, follow-up classroom, Pygmalion programme (tutoring among peers), Personal -Tutoring Programme and Coexistence programmes. Teachers have always participated in their own training in a very active way, to be more efficient and innovative. Our training has basically been centred in conflict solving, prevention of school bullying, mediation techniques, CLIL methodology, classroom management, TICs and foreign language learning.

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

Yes

Please indicate:

EU Programme	Erasmus KA 101
Year	2014
Project Identification or Contract Number	2014-1-ES01-KA101-002549
Applicant/Beneficiary Name	IES ALBAL

EU Programme	Erasmus KA 219
Year	2015

Project Identification or Contract Number	2015-1FR01-KA219-015091_6
Applicant/Beneficiary Name	LGT MADAME DE STAEL/IES ALBAL
EU Programme	Erasmus KA 101
Year	2016
Project Identification or Contract Number	2016-1-ES01-KA101-024629
Applicant/Beneficiary Name	IES ALBAL

Partner Organisations

PIC	943170674
Legal name	Nakkilan yhteiskoulu
Legal name (national language)	Nakkilan yhteiskoulu
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Department (if applicable)	
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Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Associated Persons

Legal Representative

Title

Mrs.

Gender

Female

First Name

Jonna

Family Name

Heikkila

Department

Position

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City

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Contact Person

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Gender	Male
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Family Name	Kopio
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Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	Porintie 13
Country	Finland
P.O. Box	
Postal Code	29250
CEDEX	
City	Nakkila

Background and Experience

Please briefly present the school and include the following information:

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

Background and Experience General information The school is a junior high school in South-West of Finland. There are two schools together, junior high school with 180 students and senior high school with less than 100 students. They share teachers and staff, there are 30 teachers and they all have classes in both schools. The population of the town is less than 6,000, almost all students are from homes of the area. The nearest larger city is Pori, about 100,000 inhabitants. Pori is about 25 km from Nakkila. Businesses in Nakkila are farming, transport, small industry. Students speak excellent English. Computers are widely used for education in the junior high school as well as in the senior high school. School's motivation Teachers and students are active in getting contacts with other schools. We have been in contact with schools, which we have learned to know in Comenius and Erasmus projects. There have been almost every year private exchange programs with a senior high school in Dormagen, Germany and I.E.S. Albal school in Spain. As an addition there have been job shadowing programs granted by the E.U.. Students are anxious to learn different languages, especially English, and about different cultures. Staying in families gives an unique opportunity for that. They also learn organizing, when creating visiting program for international meetings. Exchange programs bring also together different subjects. Key person Mr. Juha Kopio, who is an Art Educator, Master of Fine Arts UIAH, a Fulbright alumni, involved twice into full academic year teacher exchanges in the United States, full-time teacher since 1986, in Nakkila since 1991. In a case, that he is not available, then Mr. Jari Koski, the principal of the junior high school and the senior high school of Nakkila. Specific experience Teachers, staff and students have been participating different Comenius, Erasmus+ and private exchange programs. The attitude towards exchanges is very positive. Also the Board of Education is encouraging into them. Thanks to the previous projects, teachers and students have tied life-long friendships with people from different countries.

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

Yes

Please indicate:

EU Programme	Erasmus+ KA2
Year	2015
Project Identification or Contract Number	2015-1FR01-KA219-015091_5
Applicant/Beneficiary Name	LGT MADAME DE STAEL/ Nakkilan yhteiskoulu

Partner Organisations

PIC	942675586
Legal name	LGT MADAME DE STAEL
Legal name (national language)	LGT MME DE STAEL
National ID (if applicable)	SIREN 197 400 377
Department (if applicable)	



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Profile

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

Associated Persons

Legal Representative

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Family Name	Liebeaux
Department	
Position	Head of school



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Country	France
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Postal Code	74163
CEDEX	CEDEX
City	ST JULIEN EN GENEVOIS

Contact Person

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Department	
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Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	16 ROUTE DE THAIRY
Country	France
P.O. Box	BP 73109
Postal Code	74163

CEDEX

CEDEX

City

ST JULIEN EN GENEVOIS

Background and Experience

Please briefly present the school and include the following information:

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

The lycée Mme De Staël is a senior secondary school with approximately 900 students and 55 teachers. The students are 15 to 20 years old and they study general education (3 year preparation for the French Baccalaureate) and further education. The school is located in a small town of 12000 inhabitants, 10 km from Geneva. Many students come from the surrounding towns and villages (a few from Geneva or nearby Swiss villages), after (more or less) succeeding in one of the four junior secondary schools in our catchment area. However young pupils with special needs (mental disabilities or major learning difficulties) do not continue in our school, but rather follow selected vocational studies, which are shorter and less demanding as far as theoretical knowledge is concerned. In the end, most of the students at Mme De Staël have a privileged social background which is often associated with relatively good academic abilities ; the most common and problematic handicap left is a kind of "social handicap". classes (in Britain, Germany, Italy, Spain) or for individual students (Canada, Norway, Spain). Within the boundaries of the current project, the diagnosis in our school is mitigated. We believe we are rather efficient in maintaining discipline and avoiding conflicts ; however we do have students who generally accept rules and sanctions, which means there are few disciplinary hearings or expulsions. Only a few youngsters are tempted to dodge the limits, more or less consciously, when it comes to facing school obligations ; a monitoring committee (headmaster, psychologist, school counsellors) is held weekly to reduce these attempts and their consequences. It must be said though, that pupil profiles are evolving and that keeping a class focussed is becoming more of a challenge as years go by. We count on our school rules to maintain a good working atmosphere. Finally this project will allow participants, students and teachers, to use English and Spanish as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer. Indeed through this new project, like in the previous ones, all participants will experience new ways of working, a diversity of methods and rules used in partner countries to improve the relationships between all the school community. This will be most useful to contribute to our other projects : rewriting the school rules, enlarging the sustainable development actions that aim at developing a civic attitude, autonomy and commitment of all members of our school on the topic of sustainability. Thus we are convinced that all these undertakings converge towards the same objective : improving the school climate, so that all our students feel that the lycée is not just a duty one must tolerate or endure, but a time to mature, to build self-confidence and to fulfil oneself. It seems a unique opportunity to share and develop methods to help pupils to succeed in life.

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

Yes

Please indicate:

EU Programme	Erasmus+ KA2
Year	2015
Project Identification or Contract Number	2015-1FR01-KA219-015091_6
Applicant/Beneficiary Name	LGT MADAME DE STAEL

Partner Organisations

PIC	926983605
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Department (if applicable)	
Acronym	
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Profile

Type of Organisation

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

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Associated Persons

Legal Representative

Title

Mrs

Gender

Female

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ELISABETTA

Family Name

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No

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Postal Code

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CEDEX

City

Roma

Contact Person

Title

Mrs



Gender	Female
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Family Name	TUMANI
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Telephone	: +39 3389766606
Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	Via Conte Verde 51
Country	Italy
P.O. Box	
Postal Code	00185
CEDEX	
City	Roma

Background and Experience

Please briefly present the school and include the following information:

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

Located in the heart of Rome and within walking distance to monuments, Galileo Galilei Secondary School is the oldest technical high school in Rome and has always been acknowledged as a milestone of technical education both for the labour market and university studies. Our school has a student population of approximately 1,250 students, mostly male aged 14-19, and approximately 130 teachers. It is comprised of a technical high school and an applied sciences lyceum. As for the first, after a common two-year study course, students attend for a further three years one of the different specialization courses: Electrotechnics Automation Programming and Computer Science Telecommunications Mechanics and Mechatronics, Aircraft Construction Design and Communications. On the other hand, the applied sciences lyceum focuses on a range of scientific subjects over a five-year course. All students study English as a foreign language. The school is equipped with a wide range of laboratories, among which the most important are: renewable energy, electronics, electrotechnics, domotics, robotics, CAD. Every classroom is furnished with a computer, interactive whiteboard and internet connection. The school is a CISCO local academy and offers a wide range of extra-curricular projects and activities, among which Cambridge examinations from KET to CAE levels. School motivation for participation in project Internationalization is a major objective of ITIS Galileo Galilei. We have been participating in European projects for several years now and we would like to continue. We are also having school exchanges with partner schools of preceding projects. Students are interested in enhancing language skills, learning about new cultures, getting to know different schools systems and making friends with people from other countries. They realize that they can understand more about partner countries and even their own country by working on the different themes within the many activities carried out during the mobilities abroad. As for this specific project, we would really like to learn more about what other schools do to face modern issues like bullying and cyberbullying and also understand how schools deal with important topics such as inclusion and respect for the law, both within and outside schools

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

Yes

Please indicate:

EU Programme	Erasmus+ KA2
Year	2015
Project Identification or Contract Number	2015-1-FR01-KA219-015091_3
Applicant/Beneficiary Name	LGT MADAME DE STAEL / ITIS Galileo Galilei



Description

Priorities

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

HORIZONTAL: Social inclusion

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

SCHOOL EDUCATION: Supporting schools to tackle early school leaving (ESL) and disadvantage

SCHOOL EDUCATION: Promoting the acquisition of skills and competences

Description

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

We think the project we have designed is motivating for all the educational communities of the participating schools because the topic it deals with implies the reflection, at different levels (students, families, teachers...) on the possibility of building up a good atmosphere in our schools. We will go through the rules of each school and, at the same time, we will open a range of possibilities, when we get to know the programmes that are being implemented in each school to get an improvement in the school climate.

This project has a very definite goal for the schools which take part: improve school climate and get students and teachers acquire a number of abilities and competences that allow us build up an atmosphere of tolerance and respect in our schools for everyone and the things around us. This way, students, no matter what their social-economic background, cultural level, physical characteristics or intellectual capabilities may be, could feel integrated and can find an answer to all their needs at school.

We think that a good development of this project and a good implementation of all the activities in the schools can encourage students' social inclusion, while avoiding early school dropout of those students that, for a number of reasons, don't find their place at school or an answer to their needs. It will also try to reduce situations of disadvantage, which are sometimes caused at school, and will consequently avoid students' dropout. We reckon that a school that ensures a good coexistence and an atmosphere of tolerance and respect with each other and the environment develops the necessary conditions to be a 'high quality school' where all its students make progress and advance.

Undoubtedly, this kind of project is bound to let us acquire and improve abilities and competences necessary to be able to coexist in a democratic way. We will work in our project, through the different planned activities, competences such as: being able to participate, being able to cooperate, being responsible, being tolerant, acquiring social abilities, being supportive, learning to solve interpersonal conflicts in a peaceful way, learning the necessity of developing coexistence rules and abiding by them, learning to respect the environment where we live and trigger in our students and staff the necessity of living in an enjoyable atmosphere.

Each of the participating schools is developing different programmes that help to fight the problems of school drop-out, bullying, special programmes for students with behavioural problems, etc. Getting the project to be funded will let us work together and get to know these programs 'in situ'. We will share experiences and finally acquire good practices that we will be able to implement in our schools.

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

The main goals of this project is to improve school atmosphere as we consider that a positive one sets a basis to reduce school failure, to offer a more inclusive school pattern and to guaranty a better high quality school. This is why the project is designed from a global perspective and its main objective is to give an answer to this need and therefore, wants to be a project that forms part of the improvement plans that we will develop along these two years in our schools and ensures that this improvement will continue in the following years. This project will involve all the educational community (students, parents and teachers) who will have to join their efforts to give an answer to this need. It's also a multidisciplinary project whose designed activities will integrate the different subjects our students do.

This general objective can be divided into the following goals:

- a. Share ideas, practices and methods that are implemented in other educational systems to give an answer to the need of improving school coexistence so that we can acquire good practices.
- b. Promote the development of social, civic and intercultural competence in our students.
- c. Fight discrimination; school bullying, segregation and violence at school.
- d. Implement innovative programmes in our school that support the use of ITCs.
- e. Encourage abilities and capabilities in teachers to be able to deal successfully with diversity in the classroom.
- f. Encourage cooperative and innovative practice between teachers. Implement project learning and the need of interdisciplinary work.
- g. Reinforce collaboration between the school and the families and improve the transition from primary to secondary school.
- h. Encourage among students, school staff and families respect for the school atmosphere and the importance of living in an agreeable context.
- i. Think over the necessity of reaching agreements, setting rules to ensure coexistence and promoting respect for these rules. Encourage the feeling of European Citizenship.
- j. Improve the knowledge of foreign languages in all the educational community.

All the work that we will carry out to get these goals will obviously let us have schools that promote social inclusion and will contribute to make students feel integrated and find their place at school, acquiring a number of competences and abilities that lead them to school success and consequently reduce school drop-out.

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

The vast majority of the activities are designed to face the needs that our four schools face and that basically are: improve school atmosphere to have a more inclusive school that ensures students' success.

The different activities we have designed try to introduce the best practices of each of our schools. The students will work on a series of projects directly related to the main topics of the project, which are:

- Getting aware of bullying issues and how to act in these situations.
- Reflexion on school rules.
- Activities to promote respect for the things around us (school premises).
- Getting to know problem-solving techniques and acquire competences to solve problems.
- Arising the possibility of creating mediation teams in other centres and promote a learning among peers programme

Please select up to three topics addressed by your project.

Early School Leaving / combating failure in education

Inclusion - equity

Civic engagement / responsible citizenship

Participants

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

- The different groups that will take part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.), including participants who will participate locally.
- How are these groups going to participate?
- If pupils are involved in the project, please specify their age groups.

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

Next, we'll explain in detail the different groups that are going to participate in the project and what their participation will consist in.

Students

The students will work social, civic and cultural competence to improve school climate, firstly in their school, so that they will be able to live in a communitarian Europe.

The learning acquired in this project will let them improve the educational atmosphere at school regarding human relationships, personal autonomy and environmental concern. At the same time, the activities designed and the project itself will allow them to get to know new working methodologies and to improve their digital and linguistic competence.

Teachers /leading team

This project will necessarily make teachers and leading teams get to know innovative methodologies both from a didactic basis (it must be pointed out that the methodologies and techniques that will be applied to develop this project will be implemented in the different subjects) and from a school management basis; as this project faces the problems that most have an impact in coexistence (improving coexistence is the main basis to ensure good school management). This project is planned in a global interdisciplinary way that can be sustainable in the long run.

Families

Taking part in an European programme, even indirectly, is always rewarding for the families, but in this case, taking part in a project that tries to solve coexistence issues, bullying issues and conflicts in general, and a project in which their children are the 'main characters' due to the fact that they will reflect (school rules, applied measures...) and design improvement measures for all these problems, makes this initiative a multi collaborative project that crosses school borders and that can contribute to improve family life. For this reason the families might feel motivated to participate,

Local Community

This project can involve the local community directly because all the measures that we will be able to implement in our schools to improve coexistence, will necessarily result in an improvement of coexistence in the community.

In fact, in some of the activities planned for this project, we have considered the participation of educational technicians of the Town Halls or local communities of the schools involved.

This Project is aimed mainly to secondary education, 12 to 16-year old students from the different groups of our schools. This is the age range where most of coexistence problems stem from and when it's still possible to shape them up and encourage social and citizenship competence.

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

No



Management

Funds for Project Management and Implementation

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

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Coordinator	500.00 EUR	1	12000.00 EUR
Partner	250.00 EUR	3	18000.00 EUR
Total		4	30000.00 EUR

Project Management and Implementation

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

To design this project, we have taken into account the competences of each of the participant schools ; that's the reason why the distribution of tasks is very close related to them.

SPAIN

Coordinator of the project.

Responsibilities as coordinators: As coordinators of the project our commitment will be: creation of the working team; management and coordination of the writing of the project; starting the web of the project on e-twinning; supervising the project in the different (virtual, factual, etc) meetings. We will also coordinate the work on the project: development of tasks, fulfilment of deadlines, direction of intermediary and final reports, promoting communication among partners and promoting the sustainability and dissemination of the project.

Responsibilities as partners: we will be responsible for showing our partners our Pygmalion Programme based on learning among peers and our Mediation Programme. Spain will provide the guidelines of P1, P2, P 10 and P11

FINLAND

Responsibilities as partners: They will let us know their programme against school bullying KIVA and their programmes of Diversity outreach (inclusive school). They will also design activities related to this topic . Finland will provide the guidelines of P6 and P7.

FRANCE

They will coordinate the part of the project related to school rules and will design activities to promote respect for the authority, self-discipline, to abide the school rules while developing critical awareness, and personal autonomy. They will also design activities related to this topic. France will provide the guidelines of P3, P4 and P5

ITALY

Responsibilities as partners: They will coordinate the part of the project related to the importance of preserving the premises of the school. They will design the web radio project that will deal with the most important topics of the project.

They will design activities related to this topic. Italy will provide the guidelines of P8 and P9.

They will also show us the programs used in their school to prevent bullying and to have an inclusive school.

To ensure good communication among the partners , we will do the following:

We will set up a whatsapp group from the very beginning to facilitate immediate communication among the coordinators of the group.

We will open an on-line communication space on e-twinning (twinspace). We will log on all the members of the project and the students to set a means of communication.

We will use videoconference (Skype) to hold some virtual meetings.

We'll open a Facebook account to improve communication and get a wider dissemination of the project and photographs.

We will use e-mail as our basic means of communication.

Communication with non formal members of the project (associations, local authorities, National Agencies will be done through, formal letters, phone calls, e-mail and communication to e-

headquarters of the different organisms.

Please make sure to include all project meetings, events and activities in the section:

How did you choose the project partners? Does your project involve schools that have never previously been involved in a Strategic Partnership? If yes, please explain how the other partners can support them during the project.

This project has come out after common work with the different partners in different European projects (Comenius, KA2) . In our different encounters, we have had the chance to think over the difficulties of the schools and we all admit the necessity of improving school atmosphere. Moreover, along the years, we have noticed that each school can be pioneer in the different programmes they implement and it could be very useful for the rest of the schools to get to know these practices to try to implement them in our schools.

From this starting point, we have designed a project which tries to gather together the best of each school about this topic to train the rest of partners on it. Below, we'll explain the expertise that each school can contribute.

FINLAND

As in any other Finnish school, it must be pointed out the implementation of different measures and programmes to handle diversity. This school will contribute its experience in conflict solving, especially in a method for the prevention and solving of school bullying cases; that is KIVA method. Finnish schools have become pioneer in introducing this method and they are getting very satisfactory results. We'd like to work with them and learn from their experience, to be able to apply their methodology in our schools and get competences, both students and teachers that let us tackle conflicts in a better way and deal with school bullying from the very beginning.

FRANCE

This school is rather efficient in maintaining discipline and avoiding conflict. They count on a monitoring committee (headmaster, psychologist, school counsellors) that meet weekly to deal with disciplinary hearings or expulsions. Besides, some actions take place to liven the school, organised by the Student Union, by individual students or teachers (Christmas party where the pupils demonstrate their artistic talent, music club, a club against homophobia, school magazine, Conseil de Vie Lycéenne = an official counsel where students meet heads of school to discuss operational topics) or to enhance solidarity (fund-raising for associations that help people with AIDS, or genetic disorders, or that fight against famine in Africa). We consider this school as an example go good practice that can provide good ideas to the rest of the group.

ITALY

This school has a number of programs to deal with different problems:

- Psychological counseling program
- "Sconfini dell'educazione" project (meetings with teachers and class observation activity),
- European Structural Funds project on promoting social inclusion and combating social, economic, psychological disadvantages.
- Mental Health and Well-being Project
- An appointed a teacher in charge of Bullying and Legality programmes
- "Safe Schools" project with the State Police Department
- BUD GAME (Belli, Unici, Diversi) Project www.budgame.it (Beautiful, Unique, Diverse) training and information against bullying and other problems.

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

Our association consists of partners that have worked together previously in other Comenius or KA2 European projects.

If our project is finally approved, etwinning platform will play a very important role. Etwinning will become the working site for all the partners and we will develop our activities there. The coordinators (administrators) of all the countries will log on all the participants of the project (students, teachers and even parents) so that they can participate and see the evolution of the project.

Moreover, after these two years, the partner countries may consider the possibility of keeping on working together through a virtual project on etwinning or even keep on working some of the topics in depth.

When the project is finished, we will upload the results onto Erasmus + Project Results Platform so that they can be consulted by any other school interested in the topic of the project or in European projects.

List of Activities

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

Yes

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

The participant students in short-term exchanges will be chosen from the students who take part in the project. We will consider their work and collaboration in the activities of the project, their connexion with the topic of the project and their level of communicative competence in English. Teachers will be chosen among the participants and collaborators of the project and we will prioritize those who commit to implement the different programmes and measures we get to know along these two years and who also participate in the organization of the activities. The candidate students to participate in long-term exchanges will be informed in a first stage of motivation and recruitment about the possibility of a long-term stay in a foreign country and the opportunities this kind of activity can offer. We will make a first list of candidates that will pass to a second election round.

The pre-selected students will fill in a form that will be handed in to a selection committee, previously formed for this purpose. This committee will interview them and will take into account general criteria (motivation to participate in the project, families' support, having an open personality, being confident and able to face difficulties and their academic results) and more specific criteria related to the project.

We will also choose the teachers in charge (mentors in the host school and contact teacher) and they will be responsible for looking for host families, manage the 'Studies Agreement', safeguard the 'behaviour rules' are fulfilled and write a 'Plan of Crisis Action'.

We will establish a number of Studies Agreements among the origin and host countries. This document will be individual and its objective will be to define the subjects and content the students will have to follow during their stay in the foreign country and the expected result.

Once the selection of students is finished, we will give students, their families and the teachers involved in the Studies Agreement all the necessary information. We will give the students information about the school and 'behaviour rules', the host family and the county and possible moments or situations of crisis.

It's very important to act in advance by making a good choice and offering all the information to prevent crisis. It's also important to let them know the 'Plan of Crisis Action' where all the procedure and the contact information in case of emergencies and crises will be described.

Participants' protection and safety will be covered with the insurance policies we contract. All the participants in any kind of exchange will have a travel, illness and civil liability insurance. They will also have their European health insurance card. The countries that participate in this project don't require any special permission or have to follow special recommendations of the Foreign Office but if something may come up, we will offer all the necessary information and safeguard these instructions are followed.

In case you plan to include learning, teaching or training activities please encode them here.

ID	Leading Organisation	Activity Type	Field	No. of Participants	Grant
C1	LGT MADAME DE STAEL (942675586)	Short-term exchanges of groups of pupils	SCHOOLS	12	7190.00 EUR
C2	Nakkilan yhteiskoulu (943170674)	Short-term exchanges of groups of pupils	SCHOOLS	12	8382.00 EUR
C3	ITIS GALILEO GALILEI (926983605)	Short-term exchanges of groups of pupils	SCHOOLS	12	7720.00 EUR
C4	IES ALBAL (948067040)	Short-term exchanges of groups of pupils	SCHOOLS	12	8416.00 EUR
C5	IES ALBAL (948067040)	Short-term exchanges of groups of pupils	SCHOOLS	10	4728.00 EUR
C6	LGT MADAME DE STAEL (942675586)	Short-term exchanges of groups of pupils	SCHOOLS	8	3426.00 EUR
C7	Nakkilan yhteiskoulu (943170674)	Short-term exchanges of groups of pupils	SCHOOLS	14	6996.00 EUR
C8	ITIS GALILEO GALILEI (926983605)	Short-term exchanges of groups of pupils	SCHOOLS	14	5760.00 EUR
C9	ITIS GALILEO GALILEI (926983605)	Short-term exchanges of groups of pupils	SCHOOLS	15	6181.00 EUR
C10	LGT MADAME DE STAEL (942675586)	Short-term exchanges of groups of pupils	SCHOOLS	15	4675.00 EUR
C11	IES ALBAL (948067040)	Long-term study mobility of pupils	SCHOOLS	2	2074.00 EUR
C12	Nakkilan yhteiskoulu	Long-term study mobility of pupils	SCHOOLS	2	2158.00 EUR

	(943170674)				
C13	Nakkilan yhteiskoulu (943170674)	Short-term exchanges of groups of pupils	SCHOOLS	15	7263.00 EUR
C14	LGT MADAME DE STAEL (942675586)	Short-term exchanges of groups of pupils	SCHOOLS	15	5969.00 EUR
C15	IES ALBAL (948067040)	Short-term exchanges of groups of pupils	SCHOOLS	10	5112.00 EUR
C16	Nakkilan yhteiskoulu (943170674)	Short-term exchanges of groups of pupils	SCHOOLS	8	4276.00 EUR
C17	IES ALBAL (948067040)	Short-term exchanges of groups of pupils	SCHOOLS	15	5757.00 EUR
C18	ITIS GALILEO GALILEI (926983605)	Short-term exchanges of groups of pupils	SCHOOLS	10	4092.00 EUR

Activity Details (C1)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
How and why school rules are designed and followed /Autonomy comes with freedom	

Leading Organisation		Participating Organisations	
LGT MADAME DE STAEL		IES ALBAL Nakkilan yhteiskoulu ITIS GALILEO GALILEI	
Starting Period	Duration (days)	Country of Venue	
12-2018	4	France	

Description of the activity:

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

Contents:

- The rules of the schools. Students compare in groups the different rules in each school and assess them (use of mobile phones, punctuality and attendance, respect to teachers, verbal and physical violence, clothes / appearance, ...). They discuss the possibility / relevancy of adapting these rules in each of the schools ; what do they mean when they use the word “rules”, “respect”
 - From theory to practise: Observations in different classes how and why school rules are designed and followed. (Activity P5 to be done in France)
 - Concept of Autonomy How do the students and teachers define “autonomy” ? How gradual / sudden are the changes in the level of freedom and of autonomy in each school system (in the work, in class or outside – how much work is very guided ? unguided ? ; in the school premises – class reps, student-led clubs / associations; about the student's choice of studies – choice of courses, of fields of study, of options ; ...)
 - Presentation of the schools (activity P2), vote for the logo of the project (activity P3) and powerpoint presentation of activity P4
- PBL methodology (Project Based Learning). Each of these activities sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

Powepoint presentation of each of the participant schools describing what the schools are like and what students would like them to be like.

Powerpoint presentation about the school rules of each of the participant school related to discipline.

Writing a piece of advice (in the shape of posters for example) for future students who might need help to understand what is expected of them.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

These activities will allow participants, students and teachers to use English and Spanish as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

Indeed through this project all participants will experience new ways of working, a diversity of methods and rules used in partner countries to improve the relationships between all the school community.

We are convinced that all the undertakings in this activity converge towards the same objective : improving the school climate, so that all our students feel that school is not just a duty one must tolerate or endure, but a time to mature, to build self-confidence and to fulfil oneself.

These activities are really centered around the student, ie the person the school system is really working for. It seems a unique opportunity to share and develop methods to help pupils to succeed in life.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	IES ALBAL / Spain	500-1999 km	1	4	2094.00 EUR
2	ITIS GALILEO GALILEI / Italy	500-1999 km	4	4	2790.00 EUR
3	Nakkilan yhteiskoulu / Finland	500-1999 km	1	4	2306.00 EUR

Flow 1, Activity (C1 - How and why school rules are designed and followed /Autonomy comes with freedom)

Organisation / Country	Country of Venue
IES ALBAL / Spain	France

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	1	58.00 EUR	232.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			444.00 EUR

Flow 2, Activity (C1 - How and why school rules are designed and followed /Autonomy comes with freedom)

Organisation / Country		Country of Venue
ITIS GALILEO GALILEI / Italy		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	4	232.00 EUR	928.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant		1140.00 EUR	

Flow 3, Activity (C1 - How and why school rules are designed and followed /Autonomy comes with freedom)

Organisation / Country		Country of Venue	
Nakkilan yhteiskoulu / Finland		France	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons	
4	2	6	

Flow Budget
Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	1	58.00 EUR	232.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	2	212.00 EUR	424.00 EUR
Total Individual Support Grant			656.00 EUR

Activity Budget

Budget Items	Grant
Travel	4950.00 EUR
Individual Support	2240.00 EUR

Activity Details (C2)

Field	Activity Type	
SCHOOLS	Short-term exchanges of groups of pupils	
Activity Title		
Bullying Prevention / KIVA project		
Leading Organisation	Participating Organisations	
Nakkilan yhteiskoulu	IES ALBAL LGT MADAME DE STAEL ITIS GALILEO GALILEI	
Starting Period	Duration (days)	Country of Venue
05-2019	4	Finland

Description of the activity:

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

Description of there activity

Exchange in Finland. Students present their works. P6 Bullying in in your school. What is bullying and what is not bullying. What bullying acts are done in your school Students record a short video about it.

P7 Inclusive school. Each school chooses a measure about diversity outreach that is applied in their centres because it's a good example of inclusive school Students study this measure and point out advantages and disadvantages and do a presentation about it.

Finland shows their KIVA project:

Field trip to special education class of the Kirkonseutu Elementary. Equal opportunities on learning on higher levels of education, how students with special assistance are taken care on senior high school and junior college/college level. Observing a meeting of a board of student assistance/presentation of their work by the principal/student councilor. Support students perform their work at school together with student club.

Presentation of KiVa Koulu project.

They will also introduce the work of oppilashuoltotyöryhmä = board of student assistance, tukioppilaat = support students, student club, clinic and jopo = flexible learning. Methodology

PBL methodology (Project Based Learning). Each of these activities sets a challenge, an issue, a question or a need we would like to give an answer. All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will think about bullying and how to cope with it. They will also get to know innovative methods, which might ultimately applied in their schools, and will compare the situations in their different countries. They will also have the opportunity to communicate in English, which will be good for their mastery of the language and we'll have do presentations in front of other students, which will be beneficial for their future career and to instill self-confidence in the students.

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	IES ALBAL / Spain	2000-2999 km	1	4	2604.00 EUR
2	ITIS GALILEO GALILEI / Italy	2000-2999 km	2	4	3048.00 EUR
3	LGT MADAME DE STAEL / France	500-1999 km	1	4	2730.00 EUR

Flow 1, Activity (C2 - Bullying Prevention / KIVA project)

Organisation / Country		Country of Venue
IES ALBAL / Spain		Finland
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	6	360.00 EUR	2160.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	1	58.00 EUR	232.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			444.00 EUR

Flow 2, Activity (C2 - Bullying Prevention / KIVA project)

Organisation / Country	Country of Venue	
ITIS GALILEO GALILEI / Italy	Finland	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	6	360.00 EUR	2160.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	2	116.00 EUR	464.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	2	212.00 EUR	424.00 EUR
Total Individual Support Grant			888.00 EUR

Flow 3, Activity (C2 - Bullying Prevention / KIVA project)

Organisation / Country	Country of Venue	
LGT MADAME DE STAEL / France	Finland	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget
Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	1	58.00 EUR	232.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	4	424.00 EUR	848.00 EUR
Total Individual Support Grant			1080.00 EUR

Activity Budget

Budget Items	Grant
Travel	5970.00 EUR
Individual Support	2412.00 EUR

Activity Details (C3)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Campaign agains vandalism / web radio		
Leading Organisation		Participating Organisations
ITIS GALILEO GALILEI		IES ALBAL Nakkilan yhteiskoulu LGT MADAME DE STAEL
Starting Period	Duration (days)	Country of Venue
12-2019	4	Italy

Description of the activity:

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

Contents:

- Students will be asked to think about the causes and effects of vandalism both within and outside schools. They will carry out a research project on acts of vandalism and microvandalism. They will think about what they themselves can do to fight it as individuals and as a community.
- Students will think about how they can preserve school premises, equipment and furniture. They themselves can restore, refresh and revive a run-down or neglected room or small area of the school with recycled or second-hand materials.
- Understanding the 4R Guide (reduce, reuse, recycle, recover) and making it a lifelong behavioural pattern. The 4Rs as respect both of the law and the environment. Students will get to know more about recycling on a European level and local level and they will implement the 4Rs Guide at school.
- Web radio (Schools across Europe via Web Radio): students will be guided to edit their own European web radio program using the English language as an international contact and communication code, reaffirming the supranational European dimension. They will learn how a radio space can become the place for describing real life stories, exposing and reporting, indeed a useful instrument for fighting bullying, cyberbullying, racism, vandalism and gender violence. P9

Students will present activity P8 campaign against vandalism and will vote for the best poster for the campaign against vandalism.

Methodology

PBL methodology (Project Based Learning). Each of activities sections sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

- Powerpoint presentation or video on results of vandalism research P7.
- Construction of a web page and/or powerpoint presentation on what students have learnt about the 4Rs Guide.
- Contest: students will act out a short one-minute or less ad against vandalism or any form of violence. The best ad wins the contest.
- Editing of a European web radio program (Schools across Europe via Web Radio) to help the fight against any type of violence.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will learn how to do work on a web-radio programme. They will also think about and promote the necessity of looking after the premises of the school and become responsible citizens and will have the chance to participate in different contests. Once again, the importance of communicating in English will be emphasized.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	LGT MADAME DE STAEL / France	500-1999 km	4	4	2790.00 EUR
2	IES ALBAL / Spain	500-1999 km	1	4	2094.00 EUR
3	Nakkilan yhteiskoulu / Finland	2000-2999 km	2	4	2836.00 EUR

Flow 1, Activity (C3 - Campaign against vandalism / web radio)

Organisation / Country		Country of Venue
LGT MADAME DE STAEL / France		Italy
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	4	232.00 EUR	928.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			1140.00 EUR

Flow 2, Activity (C3 - Campaign against vandalism / web radio)

Organisation / Country	Country of Venue	
IES ALBAL / Spain	Italy	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	1	58.00 EUR	232.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			444.00 EUR

Flow 3, Activity (C3 - Campaign against vandalism / web radio)

Organisation / Country	Country of Venue
Nakkilan yhteiskoulu / Finland	Italy

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	6	360.00 EUR	2160.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	2	116.00 EUR	464.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			676.00 EUR

Activity Budget

Budget Items	Grant
Travel	5460.00 EUR
Individual Support	2260.00 EUR

Activity Details (C4)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title
Getting to know Pygmalion project

Leading Organisation	Participating Organisations
IES ALBAL	Nakkilan yhteiskoulu LGT MADAME DE STAEL ITIS GALILEO GALILEI

Starting Period	Duration (days)	Country of Venue
05-2020	4	Spain

Description of the activity:

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

Exchange in Spain (May)

Description

Presentation of activity P10: What do students do to improve school climate? Each school works on this topic and does a presentation; and P11 Literary contest about problem solving at school. Students tell, show or present their stories and a winner is chosen.

Spain presents its Pygmalion and mediation programmes. Pygmalion is an example of help among peers. Older students help younger ones and act as a mentor.

Students roleplay a mediation case.

Methodology:

PBL methodology (Project Based Learning). Each of these activities sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

- Students will produce written stories
- They will role-play a problem-solving situation among students.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They can also be implemented in English classes both as written and oral activity. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will learn the role they can play and the potential they have in both solving problems and helping other students. They will also participate in role-play actions, which will let them express themselves in English and gain fluency in the language.

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	ITIS GALILEO GALILEI / Italy	500-1999 km	4	4	2790.00 EUR
2	LGT MADAME DE STAEL / France	500-1999 km	4	4	2790.00 EUR
3	Nakkilan yhteiskoulu / Finland	2000-2999 km	2	4	2836.00 EUR

Flow 1, Activity (C4 - Getting to know Pygmalion project)

Organisation / Country		Country of Venue
ITIS GALILEO GALILEI / Italy		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	4	232.00 EUR	928.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			1140.00 EUR

Flow 2, Activity (C4 - Getting to know Pygmalion project)

Organisation / Country	Country of Venue	
LGT MADAME DE STAEL / France	Spain	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	4	232.00 EUR	928.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant		1140.00 EUR	

Flow 3, Activity (C4 - Getting to know Pygmalion project)

Organisation / Country	Country of Venue	
Nakkilan yhteiskoulu / Finland	Spain	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
4	2	6

Flow Budget
Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	6	360.00 EUR	2160.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
4	2	116.00 EUR	464.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			676.00 EUR

Activity Budget

Budget Items	Grant
Travel	5460.00 EUR
Individual Support	2956.00 EUR

Activity Details (C5)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Exchange Madame de Stael / IES Albal		
Leading Organisation		Participating Organisations
IES ALBAL		LGT MADAME DE STAEL
Starting Period	Duration (days)	Country of Venue
03-2019	4	Spain

Description of the activity:

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

The aim for us would be to focus on ways to ignite motivation in students to work harder at school. Indeed we are faced with more and more teenagers who come to the lycée with absolutely no idea of what they are working for, what they want to do with their life, or as a job. They sometimes cannot even put into words what their interests are. Too often, this lack of projection in the future prevents the student from being involved in their education. In our school, we try to discuss with each student what their plans for the future are, the topics and subjects they are most interested in, the abilities they feel they master the most and those they could improve with more work and tuition. Each class has a headteacher (who is also a subject teacher) to broach such questions and there is also a psychologist who is trained to help students form a better idea of a field of studies, a career that might be appropriate for them. However when the youngster is completely lost, it takes them a long time to find their way and in the meantime, they tend to miss classes, to forget to hand in tasks, to fail at assessments, to disrupt classes or to drop out completely. Within the limits set by our Department of Education (Ministère de l'Éducation), there must be methods to address these problems. Expertise and observation of our partners could be enlightening in that respect. Having students experience a week of school in a foreign country and share their feelings and ideas about what can be done for them, with them, would maybe help us manage this kind of situation more efficiently. Obviously communication in a foreign language would also be an important aspect of each of these exchanges.

Content:

Students will work in depth the different programmes we use in our high school in Albal:Pygmalion and mediation programmes

Results

- Students will get to know Spanish programmes and will participate in activities related to these programmes.
- They will roleplay mediation cases
- They will debate on the the problems each school encounters
- they will debate on the possibility of using new programmes in their countries.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will get new ideas and maybe motivating programmes they can implement in their origin country.
They will also have the chance to communicate in English.
They will participate directly in the culture of the foreign country.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	LGT MADAME DE STAEL / France	500-1999 km	1	10	4728.00 EUR

Flow 1, Activity (C5 - Exchange Madame de Stael / IES Albal)

Organisation / Country		Country of Venue
LGT MADAME DE STAEL / France		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	1	58.00 EUR	580.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	4	424.00 EUR	848.00 EUR
Total Individual Support Grant			1428.00 EUR

Activity Budget

Budget Items	Grant
Travel	3300.00 EUR
Individual Support	1428.00 EUR

Activity Details (C6)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
Exchange IES ALBAL / LGT Madame de Stael	

Leading Organisation		Participating Organisations	
LGT MADAME DE STAEL		IES ALBAL	
Starting Period	Duration (days)	Country of Venue	
04-2019	4	France	

Description of the activity:

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

Contents:

Our students will be aware of the different rules different countries have. They will also think about their necessity and debate on their importance. We would like to show our students the French school as an example of discipline and good behaviour towards the other people and the premises. They will also receive some guides on the development of personal autonomy and will compare their situation with the French students.

- The rules of the schools. Students compare in groups the different rules in each school and assess them (use of mobile phones, punctuality and attendance, respect to teachers, verbal and physical violence, clothes / appearance, ...). They discuss the possibility / relevancy of adapting these rules in each of the schools ; what do they mean when they use the word "rules", "respect"
- From theory to practise: Observations in different classes how and why school rules are designed and followed. (Activity P5 to be done in France)
- Concept of Autonomy How do the students and teachers define "autonomy" ? How gradual / sudden are the changes in the level of freedom and of autonomy in each school system (in the work, in class or outside – how much work is very guided ? unguided ? ; in the school premises – class reps, student-led clubs / associations; about the student's choice of studies – choice of courses, of fields of study, of options ; ...)

PBL methodology (Project Based Learning). Each of these activities sets a challenge, an issue, a question or a need we would like to give an answer. All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Our students will have a chance to think about the school rules and will be given the opportunity to suggest new ones or taking out the ones they don't consider relevant.

They will also have the chance to increase their concept of autonomy.

They will also have the opportunity to communicate in English and develop language skills.

they will deepen into the activities designed for the exchange held in France for all the countries.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	IES ALBAL / Spain	500-1999 km	1	8	3426.00 EUR

Flow 1, Activity (C6 - Exchange IES ALBAL / LGT Madame de Stael)

Organisation / Country		Country of Venue
IES ALBAL / Spain		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	10	275.00 EUR	2750.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	1	58.00 EUR	464.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			676.00 EUR

Activity Budget

Budget Items	Grant
Travel	2750.00 EUR
Individual Support	676.00 EUR

Activity Details (C7)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Exchange Nakkila yhteiskoulu / ITS Galileo Galilei			
Leading Organisation		Participating Organisations	
Nakkilan yhteiskoulu		ITIS GALILEO GALILEI	
Starting Period	Duration (days)	Country of Venue	
03-2019	4	Finland	

Description of the activity:

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

Description of there activity

Exchange in Finland

Students will work on Inclusive schools. They will discuss diversity outreach measures that are applied in their own country Students will study these measures and point out advantages and disadvantages and have some discussion on the topic.

Finland shows their KIVA project:

Field trip to special education class of the Kirkonseutu Elementary. Equal opportunities on learning on higher levels of education, how students with special assistance are taken care on senior high school and junior college/college level. Observing a meeting of a board of student assistance/presentation of their work by the principal/student councilor. Support students perform their work at school together with student club.

Presentation of KiVa Koulu project.

They will also introduce the work of oppilashuoltotyöryhmä = board of student assistance, tukioppilaat = support students, student club, clinic and jopo = flexible learning. Methodology.

Results

-work on Kiva.

_Debates discussions

-Activities planned by The Finland indstitution on the topic.

PBL methodology (Project Based Learning). Each of these activities sets a challenge, an issue, a question or a need we would like to give an answer. All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will learn in depth about the innovative methods used in Finlad. They will have also the oportunity to have debates, compare situations in both countries and develop foreign language skills. It will also be an oportunity to learn about the finnish culture and way of life.

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	ITIS GALILEO GALILEI / Italy	2000-2999 km	1	14	6996.00 EUR

Flow 1, Activity (C7 - Exchange Nakkila yhteiskoulu / ITS Galileo Galilei)

Organisation / Country		Country of Venue
ITIS GALILEO GALILEI / Italy		Finland
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
14	2	16

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	16	360.00 EUR	5760.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
14	1	58.00 EUR	812.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	2	212.00 EUR	424.00 EUR
Total Individual Support Grant			1236.00 EUR

Activity Budget

Budget Items	Grant
Travel	5760.00 EUR
Individual Support	1236.00 EUR

Activity Details (C8)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
Exchange ITS Galileo Galilei / Nakkila yhteiskoulu	
Leading Organisation	Participating Organisations
ITIS GALILEO GALILEI	Nakkilan yhteiskoulu

Starting Period	Duration (days)	Country of Venue
10-2018	4	Italy

Description of the activity:

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

Contents:

- Students will be asked to think about the causes and effects of vandalism both within and outside schools. They will carry out a research project on acts of vandalism and microvandalism. They will think about what they themselves can do to fight it as individuals and as a community.
- Students will think about how they can preserve school premises, equipment and furniture. They themselves can restore, refresh and revive a run-down or neglected room or small area of the school with recycled or second-hand materials.
- Understanding the 4R Guide (reduce, reuse, recycle, recover) and making it a lifelong behavioural pattern. The 4Rs as respect both of the law and the environment. Students will get to know more about recycling on a European level and local level and they will implement the 4Rs Guide at school.
- Web radio (Schools across Europe via Web Radio): students will be guided to edit their own European web radio program using the English language as an international contact and communication code, reaffirming the supranational European dimension. They will learn how a radio space can become the place for describing real life stories, exposing and reporting, indeed a useful instrument for fighting bullying, cyberbullying, racism, vandalism and gender violence.

Stu

Methodology

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

- Powerpoint presentation or video on results of vandalism research
- Construction of a web page and/or powerpoint presentation on what students have learnt about the 4Rs Guide.
- Contest: students will act out a short one-minute or less ad against vandalism or any form of violence. The best ad wins the contest.
- Editing of a European web radio program (Schools across Europe via Web Radio) to help the fight against any type of violence.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will have the opportunity to discuss ways to fight vandalism and they will also work on the web- radio. Students will have the chance to communicate in English and improve their oral expression level. They will also practise debate techniques and will get involved in the culture of the country.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Nakkilan yhteiskoulu / Finland	2000-2999 km	1	14	5760.00 EUR

Flow 1, Activity (C8 - Exchange ITS Galileo Galilei / Nakkila yhteiskoulu)

Organisation / Country		Country of Venue
Nakkilan yhteiskoulu / Finland		Italy
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
14	2	16

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	16	360.00 EUR	5760.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
14	1	0.00 EUR	0.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	3	0.00 EUR	0.00 EUR
Total Individual Support Grant			0.00 EUR

Activity Budget

Budget Items	Grant
Travel	5760.00 EUR

Activity Details (C9)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Exchange LGT MADAME DE STAEL / Its Galileo Galilei		
Leading Organisation		Participating Organisations
ITIS GALILEO GALILEI		LGT MADAME DE STAEL
Starting Period	Duration (days)	Country of Venue
02-2020	4	Italy

Description of the activity:

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

The aim for us would be to focus on ways to ignite motivation in students to work harder at school. Indeed we are faced with more and more teenagers who come to the lycée with absolutely no idea of what they are working for, what they want to do with their life, or as a job. They sometimes cannot even put into words what their interests are. Too often, this lack of projection in the future prevents the student from being involved in their education. In our school, we try to discuss with each student what their plans for the future are, the topics and subjects they are most interested in, the abilities they feel they master the most and those they could improve with more work and tuition. Each class has a headteacher (who is also a subject teacher) to broach such questions and there is also a psychologist who is trained to help students form a better idea of a field of studies, a career that might be appropriate for them. However when the youngster is completely lost, it takes them a long time to find their way and in the meantime, they tend to miss classes, to forget to hand in tasks, to fail at assessments, to disrupt classes or to drop out completely. Within the limits set by our Department of Education (Ministère de l'Éducation), there must be methods to address these problems. Expertise and observation of our partners could be enlightening in that respect. Having students experience a week of school in a foreign country and share their feelings and ideas about what can be done for them, with them, would maybe help us manage this kind of situation more efficiently. Obviously communication in a foreign language would also be an important aspect of each of these exchanges.

Contents:

- Web radio (Schools across Europe via Web Radio): students will be guided to edit their own European web radio program using the English language as an international contact and communication code, reaffirming the supranational European dimension. They will learn how a radio space can become the place for describing real life stories, exposing and reporting, indeed a useful instrument for fighting bullying, cyberbullying, racism, vandalism and gender violence.

Methodology

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

- Construction of a web page and/or powerpoint presentation on what students have learnt about the 4Rs Guide.
- Editing of a European web radio program (Schools across Europe via Web Radio) to help the fight against any type of violence.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial

classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will have the opportunity to discuss ways to fight vandalism and they will also work on the web- radio. Students will have the chance to communicate in English and improve their oral expression level. They will also practice debate techniques and will get involved in the culture of the country.

Working on these topics is bound to be a rewarding experience for students, aimed to instill some of the motivation students lack.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	LGT MADAME DE STAEL / France	500-1999 km	1	15	6181.00 EUR

Flow 1, Activity (C9 - Exchange LGT MADAME DE STAEL / Its Galileo Galilei)

Organisation / Country	Country of Venue
LGT MADAME DE STAEL / France	Italy

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
15	2	17

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	17	275.00 EUR	4675.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
15	1	58.00 EUR	870.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	3	318.00 EUR	636.00 EUR
Total Individual Support Grant			1506.00 EUR

Activity Budget

Budget Items	Grant
Travel	4675.00 EUR
Individual Support	1506.00 EUR

Activity Details (C10)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Exchange / Its Galileo Galilei / LGT MADAME DE STAEL			
Leading Organisation		Participating Organisations	
LGT MADAME DE STAEL		ITIS GALILEO GALILEI	
Starting Period	Duration (days)	Country of Venue	
04-2020	4	France	

Description of the activity:

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

Contents:

Students will be aware of the different rules different countries have. They will also think about their necessity and debate on their importance. We would like to show our students the French school as an example of discipline and good behaviour towards the other people and the premises. They will also receive some guides on the development of personal autonomy and will compare their situation with the French students.

- The rules of the schools. Students compare in groups the different rules in each school and assess them (use of mobile phones, punctuality and attendance, respect to teachers, verbal and physical violence, clothes / appearance, ...). They discuss the possibility / relevancy of adapting these rules in each of the schools ; what do they mean when they use the word "rules", "respect"
- From theory to practise: Observations in different classes how and why school rules are designed and followed. (Activity P5 to be done in France)
- Concept of Autonomy How do the students and teachers define "autonomy" ? How gradual / sudden are the changes in the level of freedom and of autonomy in each school system (in the work, in class or outside – how much work is very guided ? unguided ? ; in the school premises – class reps, student-led clubs / associations; about the student's choice of studies – choice of courses, of fields of study, of options ; ...)

Methodology

PBL methodology (Project Based Learning). Each of activities sections sets a challenge, an issue, a question or a need we would like to give an answer.

All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will have the chance to think about school rules, compare the rules of the two countries and discuss their relevance. They will also have the opportunity to compare the situations in both countries, where rules are followed more and which rules are more / less popular. They will also have the chance to debate on autonomy and increase their foreign language competence.

Students will have the chance to get to know the culture of the country.

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	ITIS GALILEO GALILEI / Italy	500-1999 km	1	15	4675.00 EUR

Flow 1, Activity (C10 - Exchange / Its Galileo Galilei / LGT MADAME DE STAEL)

Organisation / Country		Country of Venue
ITIS GALILEO GALILEI / Italy		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
15	2	17

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	17	275.00 EUR	4675.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
15	1	0.00 EUR	0.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	2	0.00 EUR	0.00 EUR
Total Individual Support Grant			0.00 EUR

Activity Budget

Budget Items	Grant
Travel	4675.00 EUR

Activity Details (C11)

Field	Activity Type
SCHOOLS	Long-term study mobility of pupils

Activity Title
Long-term mobility in Albal

Leading Organisation	Participating Organisations
IES ALBAL	Nakkilan yhteiskoulu

Starting Period	Duration (months)	Country of Venue
01-2019	2	Spain

Description of the activity:

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

Students will get to know Pygmalion and mediation programmes. Pygmalion is an example of help among peers. Older students help younger ones and act as a mentor.

Students will also get to know our mediation techniques in which students play a very important role.

Students will also attend classes in English (They will be offered classes in English in our multilingual programme) and will be included in extra school activities to get to know our culture and integrate them in our school.

During the first week of the mobility the students will get adapted to the different activities the centre offers and will be integrated into them. They will be offered the possibility of getting trained in the mediation courses our students do and will be also given the opportunity of participating in a new programme called 'Observatorio de la convivencia'. They will also be given the training to become a Pygmalion student.

We'll keep regular contact with the centre in Nakkila to try to adapt the programme of studies to the students' needs. A mentor will be named to follow the students' evolution and attend their needs.

We expect the students get some knowledge of programmes used at IES Albal to handle problems among students and to get peer help. They will also have the chance of following their syllabus in Spain and live and get involved in our culture.

This exchange will take place between January and March 2019

How are the learning outcomes of the involved participants going to be recognised when they return to the sending school?

The centre will give them an Europass certificate and we'll also provide them with an internal certificate of participation on the programme. If the students are formed successfully in the Pygmalion programme, they will receive the certificate our students get.

Flows

ID	Organisation / Country	Distance Band	Duration (months)	No. of Participants	Grant
1	Nakkilan yhteiskoulu / Finland	2000-2999 km		2	2074.00 EUR

Flow 1, Activity (C11 - Long-term mobility in Albal)

Organisation / Country		Country of Venue
Nakkilan yhteiskoulu / Finland		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
2	1	3

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	3	360.00 EUR	1080.00 EUR

Individual Support

No. of Participants	Duration per Participant (months)	Grant per Participant	Total (for Participants)
2	2	294.00 EUR	588.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
1	1	106.00 EUR	106.00 EUR

Total Individual Support Grant	694.00 EUR
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Linguistic Support

No. of Participants	Grant per Participant	Total Linguistic Support Grant
2	150.00 EUR	300.00 EUR

Activity Budget

Budget Items	Grant
Travel	1080.00 EUR
Individual Support	694.00 EUR
Linguistic Support	300.00 EUR

Activity Details (C12)

Field	Activity Type
SCHOOLS	Long-term study mobility of pupils
Activity Title	
Long term mobility in Finland	
Leading Organisation	Participating Organisations
Nakkilan yhteiskoulu	IES ALBAL

Starting Period	Duration (months)	Country of Venue
03-2019	2	Finland

Description of the activity:

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

The students will be able to see special education classes of the Kirkonseutu Elementary. Equal opportunities on learning on higher levels of education, how students with special assistance are taken care on senior high school and junior college/college level. Observing a meeting of a board of student assistance/presentation of their work by the principal/student councilor. Support students perform their work at school together with student club. Presentation of KiVa Koulu project.

They will also introduce the work of oppilashuoltotoityöryhmä = board of student assistance, tukioppilaat = support students, student club, clinic and jopo = flexible learning.

By attending these classes they will get to know Finnish innovative programs and activities.

Students will attend classes in English (They will be offered classes in English available in Finland) and will be included in extra school activities to get to know the Finnish culture. The Finnish school will include the students in those classes which better match the students' syllabus.

We have held an exchange with this school this year and students have got in contact and we have a number of students willing to participate. There is a high level of motivation both in families and students to participate in this project. Communication among students is fluid, so it will be of great help to follow classes. The students will be assigned a mentor and will have permanent contact with the Finnish school. The programs will be adapted to the students' needs.

We expect the students get some knowlege of programmes used in Finland to handle bullying problems (KIVA project). They will also have the chance of following their syllabus in Filnad and live and get involved in their culture. We think this experience will make the students mature and open their minds to an European prospect.

How are the learning outcomes of the involved participants going to be recognised when they return to the sending school?

The students will get an Europass certificate and a a certificate of assitance provided by the Finnish school.

ID	Organisation / Country	Distance Band	Duration (months)	No. of Participants	Grant
1	IES ALBAL / Spain	2000-2999 km		2	2 2158.00 EUR

Flow 1, Activity (C12 - Long term mobility in Finland)

Organisation / Country		Country of Venue
IES ALBAL / Spain		Finland
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
2	1	3

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	3	360.00 EUR	1080.00 EUR

Individual Support

No. of Participants	Duration per Participant (months)	Grant per Participant	Total (for Participants)
2	2	336.00 EUR	672.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
1	1	106.00 EUR	106.00 EUR
Total Individual Support Grant			778.00 EUR

Linguistic Support

No. of Participants	Grant per Participant	Total Linguistic Support Grant
2	150.00 EUR	300.00 EUR

Activity Budget

Budget Items	Grant
Travel	1080.00 EUR
Individual Support	778.00 EUR
Linguistic Support	300.00 EUR

Activity Details (C13)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Exchange Nakkilan yhteiskoulu /LGT MADAME DE STAEL		
Leading Organisation		Participating Organisations
Nakkilan yhteiskoulu		LGT MADAME DE STAEL
Starting Period	Duration (days)	Country of Venue
10-2019	4	Finland

Description of the activity:

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

The aim for us would be to focus on ways to ignite motivation in students to work harder at school. Indeed we are faced with more and more teenagers who come to the lycée with absolutely no idea of what they are working for, what they want to do with their life, or as a job. They sometimes cannot even put into words what their interests are. Too often, this lack of projection in the future prevents the student from being involved in their education. In our school, we try to discuss with each student what their plans for the future are, the topics and subjects they are most interested in, the abilities they feel they master the most and those they could improve with more work and tuition. Each class has a headteacher (who is also a subject teacher) to broach such questions and there is also a psychologist who is trained to help students form a better idea of a field of studies, a career that might be appropriate for them. However when the youngster is completely lost, it takes them a long time to find their way and in the meantime, they tend to miss classes, to forget to hand in tasks, to fail at assessments, to disrupt classes or to drop out completely. Within the limits set by our Department of Education (Ministère de l'Éducation), there must be methods to address these problems. Expertise and observation of our partners could be enlightening in that respect. Having students experience a week of school in a foreign country and share their feelings and ideas about what can be done for them, with them, would maybe help us manage this kind of situation more efficiently. Obviously communication in a foreign language would also be an important aspect of each of these exchanges.

Description of there activity

Exchange in Finland

Finland shows their KIVA project:

Field trip to special education class of the Kirkonseutu Elementary. Equal opportunities on learning on higher levels of education, how students with special assistance are taken care on senior high school and junior college/college level. Observing a meeting of a board of student assistance/presentation of their work by the principal/student councilor. Support students perform their work at school together with student club.

Presentation of KiVa Koulu project.

They will also introduce the work of oppilashuoltototyöryhmä = board of student assistance, tukioppilaat = support students, student club, clinic and jopo = flexible learning. Methodology.

Results

-work on Kiva.

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer. All this activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will get to know the Finnish innovative programmes and will have the opportunity to communicate in English and develop language communication techniques. They will also get to know the culture of the country.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	LGT MADAME DE STAEL / France	500-1999 km	2	15	7263.00 EUR

Flow 1, Activity (C13 - Exchange Nakkilan yhteiskoulu /LGT MADAME DE STAEL)

Organisation / Country		Country of Venue
LGT MADAME DE STAEL / France		Finland
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
15	2	17

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	17	275.00 EUR	4675.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
15	2	116.00 EUR	1740.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	4	424.00 EUR	848.00 EUR
Total Individual Support Grant			2588.00 EUR

Activity Budget

Budget Items	Grant
Travel	4675.00 EUR
Individual Support	2588.00 EUR

Activity Details (C14)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Exchange /LGT MADAME DE STAEL/ Nakkilan yhteiskoulu		
Leading Organisation		Participating Organisations
LGT MADAME DE STAEL		Nakkilan yhteiskoulu
Starting Period	Duration (days)	Country of Venue
03-2020	4	France

Description of the activity:

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

Contents:

The students will be aware of the different rules different countries have. They will also think about their necessity and debate on their importance. We would like to show our students the French school as an example of discipline and and good behaviour towards the other people and the premises. They will also receive some guides on the development of personal autonomy and will compare their situation with the French students.

- The rules of the schools. Students compare in groups the different rules in each school and assess them (use of mobile phones, punctuality and attendance, respect to teachers, verbal and physical violence, clothes / appearance, ...). They discuss the possibility / relevancy of adapting these rules in each of the schools ; what do they mean when they use the word "rules", "respect"
- From theory to practise: Observations in different classes how and why school rules are designed and followed. (Activity P5 to be done in France)
- Concept of Autonomy How do the students and teachers define "autonomy" ? How gradual / sudden are the changes in the level of freedom and of autonomy in each school system (in the work, in class or outside – how much work is very guided ? unguided ? ; in the school premises – class reps, student-led clubs / associations; about the student's choice of studies – choice of courses, of fields of study, of options ; ...)

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer.

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

Students will have a chance to think about the school rules and will be given the opportunity to suggest new ones or taking out the ones they don't consider relevant.

They will also have the opportunity to communicate in English and develop language skills. they will deepen in the activities designed for the exchange held in France for all the countries.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Nakkilan yhteiskoulu / Finland	500-1999 km	1	15	5969.00 EUR

Flow 1, Activity (C14 - Exchange /LGT MADAME DE STAEL/ Nakkilan yhteiskoulu)

Organisation / Country		Country of Venue
Nakkilan yhteiskoulu / Finland		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
15	2	17

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	17	275.00 EUR	4675.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
15	1	58.00 EUR	870.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	2	212.00 EUR	424.00 EUR
Total Individual Support Grant			1294.00 EUR

Activity Budget

Budget Items	Grant
Travel	4675.00 EUR
Individual Support	1294.00 EUR

Activity Details (C15)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Exchange IES Albal / Nakkila yhteiskoulu			
Leading Organisation		Participating Organisations	
IES ALBAL		Nakkilan yhteiskoulu	
Starting Period	Duration (days)	Country of Venue	
10-2019	4	Spain	

Description of the activity:

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

Exchange in Spain (May)
Description

What can students do to improve school coexistence? Students works on this topic and debate about it

Spain presents its Pygmalion and mediation programmes. Pygmalion is an example of help among peers. Older students help younger ones and act as a mentor.

Students roleplay a mediation case.

Methodology:

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer. Students will deepen in the knowledge of Spanish programmes.

Results:

- They will role-play a problem-solving situation among students.
- They will also learn how to help peers.

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

Students will get to know our Pygmalion and mediation projects and will have the opportunity to roleplay problem-solving situations. They will have the chance to communicate in English and develop language skills and they will also get to know the culture of the country.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Nakkilan yhteiskoulu / Finland	2000-2999 km	1	10	5112.00 EUR

Flow 1, Activity (C15 - Exchange IES Albal / Nakkila yhteiskoulu)

Organisation / Country		Country of Venue
Nakkilan yhteiskoulu / Finland		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	12	360.00 EUR	4320.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	1	58.00 EUR	580.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			792.00 EUR

Activity Budget

Budget Items	Grant
Travel	4320.00 EUR
Individual Support	792.00 EUR

Activity Details (C16)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Exchange Nakkila yhteiskoulu / Exchange IES Albal / Nakkila yhteiskoulu		
Leading Organisation		Participating Organisations
Nakkilan yhteiskoulu		IES ALBAL
Starting Period	Duration (days)	Country of Venue
04-2020	4	Finland

Description of the activity:

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

Description of there activity

Exchange in Finland. Students will discussion the following topic: What is bullying and what is not bullying? What bullying acts are done in your school? Each school will choose a measure about diversity outreach that is applied in their centres because it's a good example of inclusive school. Students study this measure and point out advantages and disadvantages and do a presentation about it.

Finland shows their KIVA project:

Field trip to special education class of the Kirkonseutu Elementary. Equal opportunities on learning on higher levels of education, how students with special assistance are taken care on senior high school and junior college/college level. Observing a meeting of a board of student assistance/presentation of their work by the principal/student councilor. Support students perform their work at school together with student club.

Presentation of KiVa Koulu project.

They will also introduce the work of oppilashuoltototyryhmä = board of student assistance, tukioppilaat = support students, student club, clinic and jopo = flexible learning. Methodology

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer. All these activities can be implemented in the participant schools as a reflection exercise on these topics. They can be implemented in tutorial classes and in ethics and citizenship classes. They will allow students to use English as a way to communicate, not only as a school subject, and ultimately make them realise the various prospects foreign languages can offer.

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

Students will get to know the innovative methods used in Finland to prevent bullying. They will also have the opportunity of communicating in English and develop language skills and will get to know the culture of the country.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	IES ALBAL / Spain	2000-2999 km	1	8	4276.00 EUR

Flow 1, Activity (C16 - Exchange Nakkila yhteiskoulu / Exchange IES Albal / Nakkila yhteiskoulu)

Organisation / Country		Country of Venue
IES ALBAL / Spain		Finland
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
8	2	10

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	10	360.00 EUR	3600.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
8	1	58.00 EUR	464.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			676.00 EUR

Activity Budget

Budget Items	Grant
Travel	3600.00 EUR
Individual Support	676.00 EUR

Activity Details (C17)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils

Activity Title		
Exchange ITS Galileo Galilei /IES albal		
Leading Organisation		Participating Organisations
IES ALBAL		ITIS GALILEO GALILEI
Starting Period	Duration (days)	Country of Venue
10-2019	4	Spain

Description of the activity:

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

Exchange in Spain (May)
Content

What can students do to improve school coexistence? Students will write some of the things they actually do or can do and will debate on the topic. Spain presents its Pygmalion and mediation programmes. Pygmalion is an example of help among peers. Older students help younger ones and act as a mentor.

Students roleplay a mediation case.

Methodology:

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

- Students will produce written documents.
- They will role-play a problem-solving situation among students.

All the activities can be integrated in ethics, citizenship classes and tutorial classes. They can also be implemented in English classes as a practice on debate exercise.

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

Italian students will have the chance to get to know our projects in depth and see the viability of applying them in their own country. They all will also have the opportunity of role playing different situations and will communicate in English so they will improve their language skills. Students will become aware of their potential to improve school climate in both schools and will also compare the situation in both schools. They will deepen in the activities prepared by Spain for the exchange programmed for all the countries.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	ITIS GALILEO GALILEI / Italy	500-1999 km	1	15	5757.00 EUR

Flow 1, Activity (C17 - Exchange ITS Galileo Galilei /IES alba)

Organisation / Country		Country of Venue
ITIS GALILEO GALILEI / Italy		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
15	2	17

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	17	275.00 EUR	4675.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
15	1	58.00 EUR	870.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			1082.00 EUR

Activity Budget

Budget Items	Grant
Travel	4675.00 EUR
Individual Support	1082.00 EUR

Activity Details (C18)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Exchange IES albal / ITS Galileo Galilei			
Leading Organisation		Participating Organisations	
ITIS GALILEO GALILEI		IES ALBAL	
Starting Period	Duration (days)	Country of Venue	
02-2020	4	Italy	

Description of the activity:

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

Contents:

- Students will be asked to think about the causes and effects of vandalism both within and outside schools. They will carry out a research project on acts of vandalism and microvandalism. They will think about what they themselves can do to fight it as individuals and as a community.
- Students will think about how they can preserve school premises, equipment and furniture. They themselves can restore, refresh and revive a run-down or neglected room or small area of the school with recycled or second-hand materials.
- Understanding the 4R Guide (reduce, reuse, recycle, recover) and making it a lifelong behavioural pattern. The 4Rs as respect both of the law and the environment. Students will get to know more about recycling on a European level and local level and they will implement the 4Rs Guide at school.
- Web radio (Schools across Europe via Web Radio): students will be guided to edit their own European web radio program using the English language as an international contact and communication code, reaffirming the supranational European dimension. They will learn how a radio space can become the place for describing real life stories, exposing and reporting, indeed a useful instrument for fighting bullying, cyberbullying, racism, vandalism and gender violence.

Students will present activity P7 campaign against vandalism and will vote for the best poster for the campaign against vandalism.

Methodology

PBL methodology (Project Based Learning). Each of these sections sets a challenge, an issue, a question or a need we would like to give an answer.

Results:

- Construction of a web page and/or powerpoint presentation on what students have learnt about the 4Rs Guide.
- Contest: students will act out a short one-minute or less ad against vandalism or any form of violence. The best ad wins the contest.
- Editing of a European web radio program (Schools across Europe via Web Radio) to help the fight against any type of violence.

All these activities can be implemented in ethics, citizenship and tutorial classes. They can also be implemented in English classes to develop both written and oral skills.

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

Students will have the chance to participate in the web-radio. They will also have debates against vandalism and design measures against it. They will also have the chance to develop language communication skills and will learn about the culture of the country.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	IES ALBAL / Spain	500-1999 km	1	10	4092.00 EUR

Flow 1, Activity (C18 - Exchange IES albal / ITS Galileo Galilei)

Organisation / Country		Country of Venue
IES ALBAL / Spain		Italy
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	2	12

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	12	275.00 EUR	3300.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	1	58.00 EUR	580.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	1	106.00 EUR	212.00 EUR
Total Individual Support Grant			792.00 EUR

Activity Budget

Budget Items	Grant
Travel	3300.00 EUR
Individual Support	792.00 EUR

Timetable

Please list all project activities (meetings, events, etc.) and indicate an approximate timing when they will start. Note that Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form: Learning, Teaching, Training Activities

Id	Activity Type	Starting Period	Description
P1		09-2018	Creation of the means of communication that will allow to make our work visible both for teachers and students and to have contact among the partners . Web of the project on e-twinning, whatsapp group for teachers, facebook site... (Spain.September),
C8	Short-term exchanges of groups of pupils	10-2018	Exchange ITS Galileo Galilei / Nakkila yhteiskoulu
P2		10-2018	Presentation of the schools. This project work will have two parts: 1. Describe what your school is like and how different members live together. 2. Describe what you would like your school to be like and how different members would live together in that school. (October)
P3		11-2018	Creation of the Logo of the project in each school to be voted during the short term exchange mobility in France (October-November).
P4		11-2018	The students who take part in the project go through the rules of their schools in tutorial classes and do a powerpoint presentation to show their partners in the exchange in France. Students divide their presentations into different parts (punctuality, use of mobiles, etc.) and assess the usefulness of each one in their own schools. They also introduce new ones and argue which ones are not efficient and should be eliminated. (November)
C1	Short-term exchanges of groups of pupils	12-2018	How and why school rules are designed and followed /Autonomy comes with freedom
P5		12-2018	From theory to practise: observation in different classes how and why school rules are designed and followed (exchange in France in December)
C11	Long-term study mobility of pupils	01-2019	Long-term mobility in Albal
P6		02-2019	Bullying in your school. What is bullying what bullying acts are done in your

			school. Students record a short video about it.
C5	Short-term exchanges of groups of pupils	03-2019	Exchange Madame de Stael / IES Albal
C7	Short-term exchanges of groups of pupils	03-2019	Exchange Nakkila yhteiskoulu / ITS Galileo Galilei
C12	Long-term study mobility of pupils	03-2019	Long term mobility in Finland
P7		03-2019	Inclusive school. Each school chooses a measure of diversity outreach that is applied in their country because it's a good example of inclusive school. Stidents prepare a powerpoint presentation about it.
C6	Short-term exchanges of groups of pupils	04-2019	Exchange IES ALBAL / LGT Madame de Stael
C2	Short-term exchanges of groups of pupils	05-2019	Bullying Prevention / KIVA project
C13	Short-term exchanges of groups of pupils	10-2019	Exchange Nakkilan yhteiskoulu /LGT MADAME DE STAEL
C15	Short-term exchanges of groups of pupils	10-2019	Exchange IES Albal / Nakkila yhteiskoulu
C17	Short-term exchanges of groups of pupils	10-2019	Exchange ITS Galileo Galilei /IES albal
P8		10-2019	<p>Campaign against vandalism in schools. Students will be asked to think about the causes and effects of vandalism both within and outside schools. They will carry out a research project on acts of vandalism and microvandalism. They will think about what they themselves can do to fight it as individuals and as a community.</p> <p>- Students will think about how they can preserve school premises,</p>

			equipment and furniture. They themselves can restore, refresh and revive a run-down or neglected room or small area of the school with recycled or second-hand materials.
P9		11-2019	- Web radio (Schools across Europe via Web Radio): students will be guided to edit their own European web radio program using the English language as an international contact and communication code, reaffirming the supranational European dimension. They will learn how a radio space can become the place for describing real life stories, exposing and reporting, indeed a useful instrument for fighting bullying, cyberbullying, racism, vandalism and gender violence. -
C3	Short-term exchanges of groups of pupils	12-2019	Campaign against vandalism / web radio
P10		01-2020	What can students do to improve school atmosphere? Each school works on the topic and does a presentation
C9	Short-term exchanges of groups of pupils	02-2020	Exchange LGT MADAME DE STAEL / Its Galileo Galilei
C18	Short-term exchanges of groups of pupils	02-2020	Exchange IES albal / ITS Galileo Galilei
C14	Short-term exchanges of groups of pupils	03-2020	Exchange /LGT MADAME DE STAEL/ Nakkilan yhteiskoulu
P11		03-2020	Literary contest about a problem solving at school. Students make up a story that includes a problem and how this problem is solved with the help of other students. They can use different formats to present their stories.
C10	Short-term exchanges of groups of pupils	04-2020	Exchange / Its Galileo Galilei / LGT MADAME DE STAEL

C16	Short-term exchanges of groups of pupils	04-2020	Exchange Nakkila yhteiskoulu / Exchange IES Albal / Nakkila yhteiskoulu
C4	Short-term exchanges of groups of pupils	05-2020	Getting to know Pygmalion project

Special Costs

Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Grant (EUR)
Total					0.00 EUR

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Grant (EUR)
Total				0.00 EUR

Follow Up

Once the project activities are completed, how are you going to assess if the project's objectives have been met?

The main goal of this project is 'to improve school coexistence' in the participant schools. We can assess this main goal through different markers that show an improvement in the school atmosphere (decrease of the number of conflicts, school bullying, violence, fewer vandalism cases, better relationship among students and teachers...) In order to carry out this general evaluation of the project, at the beginning of the project, we will think about the general situation of our schools: how would you describe your school atmosphere? How do you think this project is going to help you to solve the necessities of your school with reference to this topic? At the end of the project, we will assess again in which aspects coexistence in our schools has improved. What was coexistence in your school like? How and in what way do you think it has changed? Giving an answer to these questions will let us evaluate if the project and all the activities we develop have made a tangible difference.

To carry out an exhaustive evaluation of the different objectives we will use a Virtual questionnaire that we will develop along the project and that applied at different moments and to different participants will give us relevant information to make graphics, statistics, etc. that will show our success and failures in an explicit way. The main aspects related to the goals of the project that we are going to evaluate are:

Number of programmes, practices and techniques we have developed any activity with along the two years, and that will be implemented in our schools in the following years. Learning acquired about the programmes, practices, and techniques. Advantages and disadvantages of implementing them. Assessment through different questionnaires of the degree of our students' improvement in these items:

Better dialogue skills

Being more tolerant

Being more sympathetic

More ability to listen to others

More ability to participate

More ability to act in a fair way

Better care of the school premises.

Analysis of the registers of schools education committees to see if the level of bullying cases, violent actions, discrimination for different reasons (sex, race social or intellectual disadvantage, etc) and disciplinary summaries has decreased.

Number of innovative programmes that support the use of ITCs and information about which of these activities, programmes or techniques are going to be used in our schools.

Increase in the number of activities done with the families.

Changes introduced in the school rules with reference to proactive discipline.

Improvement of the knowledge of English among teachers and students (language of the Project)

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

This is a project that springs from the necessity of being sustainable in the long run; that is we must be capable, after having done all the activities we have designed, of stirring among teachers, students and families a better coexistence atmosphere in each of our schools to be able to offer a higher quality inclusive school that answers the social demands and encourages the necessary values to be citizens of the XXI century Europe and citizens of the world.

The first thing we'll have to do is a detailed final evaluation where we will revise the strengths and success we have achieved together with the weak points and failures to be able to assess the impact this project has had in the school and assess if all the knowledge we have acquired (new technologies, programmes, techniques) can generate in the near future a better school atmosphere. In this detailed evaluation we will assess which specific changes we have implemented in our schools: new practices, new programmes, new measures... and which specific changes we are going to continue implementing thanks to the knowledge we have acquired both as teachers and students. To guarantee the impact of the project in the long run we will have to carry out a number of actions: Implement little by little in our schools the different good practices we will have considered efficient to improve school coexistence atmosphere.

- The teachers and students that have participated in the project will spread training in their centres. As participants in the project they will get trained along these two years, but once the project is finished they will be able to train their colleagues and colleagues from other schools.
- It will be important to expand and promote the achievements of this project through teacher training centres, educational meetings, magazines, educational institutions (inspection, university...)
- It will also be important to continue collaborating with our partners. It will be interesting to continue working to exchange all the information about the achievements of our schools with reference to the points dealt with in the project. Our project can still 'be alive' as a virtual project on a etwinnig platform designing new activities among students and teachers of the participant schools. We can also continue working together on new Erasmus+ projects and setting bounds and cooperation among the schools of the project.

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

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

The dissemination of the project results will be directed to:

- Educational community of the different schools: participant and non- participant teachers and students, general staff of the school and families.
- Nearby schools: teachers and leading teams. The project and its results will be spread to other local or nearby schools so as to spread those strategies, techniques and methodologies that give us better results and be able to collaborate on the same grounds.
- Local authorities and social services. It's very important to spread our work among educational local officials and social services technicians that deal with our students at higher risk of exclusion and their families.
- Teacher training centres, universities and Autonomous government to spread the knowledge we have acquired and share good practices.

We will distinguish between external and internal dissemination activities to share the results of the project.

Internal dissemination:

- Offer information about the project in teachers' meetings and meetings with the families (especially at the beginning of the school year); and disseminate it through the different channels (letters, mobile phone APPs, virtual communication platform...)
- Information about the project (activities and results), exhibition of the works, photographic report of the different activities, roller-ups, information about the activities on the school TV (hall, library, multi-purpose room)
- Continuous information about the project, activities and results on the school webs.

External dissemination:

- Information about the project on e-twinning platform and on the social networks (facebook, twitter...)
- Reports on the local press. Participation on the local radio/ TV informing about the project or introducing teachers from the other countries when some of the activities take place in our school. In these activities we'll try to point out the social relevance of our project and the necessity of this kind of projects to have a more inclusive school and a better society.
- Presentation of the project and its results meetings for other teachers and students from other schools. Meetings with leading teams from other schools and Erasmus+ students.
- Participation in school fairs where we will show the project and its results.
- Articles in educational magazines.
- Meetings with local educational authorities and social services technicians to spread the results and offer collaboration.
- Teacher training courses through teacher training centres and participation in educational meetings where the results of the good practices we will have started to implement in our schools will be shown.
- All the opportunities and platforms SEPIE and E-twinning offer to disseminate the project, for example VALOR platform (platform to show the results of Erasmus+ projects)

Project Budget Summary

Budget Items	Grant
Project Management and Implementation	30000.00 EUR
Learning, Teaching, Training Activities	100175.00 EUR
Total Grant	130175.00 EUR

Learning, Teaching, Training Activities

ID	Activity Type	Total Travel Grant	Grant for Exceptional Costs for Expensive Travel	Total Individual Support Grant	Total Linguistic Support Grant	Grant
C1	Short-term exchanges of groups of pupils	4950.00 EUR	0.00 EUR	2240.00 EUR	0.00 EUR	7190.00 EUR
C2	Short-term exchanges of groups of pupils	5970.00 EUR	0.00 EUR	2412.00 EUR	0.00 EUR	8382.00 EUR
C3	Short-term exchanges of groups of pupils	5460.00 EUR	0.00 EUR	2260.00 EUR	0.00 EUR	7720.00 EUR
C4	Short-term exchanges of groups of pupils	5460.00 EUR	0.00 EUR	2956.00 EUR	0.00 EUR	8416.00 EUR
C5	Short-term exchanges of groups of pupils	3300.00 EUR	0.00 EUR	1428.00 EUR	0.00 EUR	4728.00 EUR
C6	Short-term exchanges of groups of pupils	2750.00 EUR	0.00 EUR	676.00 EUR	0.00 EUR	3426.00 EUR
C7	Short-term exchanges of groups of pupils	5760.00 EUR	0.00 EUR	1236.00 EUR	0.00 EUR	6996.00 EUR
C8	Short-term exchanges of groups of pupils	5760.00 EUR	0.00 EUR	0.00 EUR	0.00 EUR	5760.00 EUR
C9	Short-term exchanges of groups of pupils	4675.00 EUR	0.00 EUR	1506.00 EUR	0.00 EUR	6181.00 EUR
C10	Short-term exchanges of groups of pupils	4675.00 EUR	0.00 EUR	0.00 EUR	0.00 EUR	4675.00 EUR
C11	Long-term study mobility	1080.00 EUR	0.00 EUR	694.00 EUR	300.00 EUR	2074.00 EUR

	of pupils					
C12	Long-term study mobility of pupils	1080.00 EUR	0.00 EUR	778.00 EUR	300.00 EUR	2158.00 EUR
C13	Short-term exchanges of groups of pupils	4675.00 EUR	0.00 EUR	2588.00 EUR	0.00 EUR	7263.00 EUR
C14	Short-term exchanges of groups of pupils	4675.00 EUR	0.00 EUR	1294.00 EUR	0.00 EUR	5969.00 EUR
C15	Short-term exchanges of groups of pupils	4320.00 EUR	0.00 EUR	792.00 EUR	0.00 EUR	5112.00 EUR
C16	Short-term exchanges of groups of pupils	3600.00 EUR	0.00 EUR	676.00 EUR	0.00 EUR	4276.00 EUR
C17	Short-term exchanges of groups of pupils	4675.00 EUR	0.00 EUR	1082.00 EUR	0.00 EUR	5757.00 EUR
C18	Short-term exchanges of groups of pupils	3300.00 EUR	0.00 EUR	792.00 EUR	0.00 EUR	4092.00 EUR
Total		76165.00 EUR	0.00 EUR	23410.00 EUR	600.00 EUR	100175.00 EUR

Budget per Organisation

Organisation	Country of Organisation	Grant
IES ALBAL (948067040)	Spain	32744.00 EUR
Nakkilan yhteiskoulu (943170674)	Finland	32893.00 EUR
LGT MADAME DE STAEL (942675586)	France	32482.00 EUR
ITIS GALILEO GALILEI (926983605)	Italy	32056.00 EUR

IES ALBAL

Budget Items	Grant
Project Management and Implementation	12000.00 EUR
Learning, Teaching, Training Activities	20744.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	32744.00 EUR

Nakkilan yhteiskoulu

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	26893.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	32893.00 EUR

LGT MADAME DE STAEL

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	26482.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	32482.00 EUR

ITIS GALILEO GALILEI

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	26056.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	32056.00 EUR



Project Summary

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

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

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

Context and Background of the project:

This project springs from the necessity of improving school climate and of getting students and teachers acquire a number of abilities and competences that allow us build up an atmosphere of tolerance and respect in our schools for everyone and the things around us. This way, students, no matter what their social-economic background, cultural level, physical characteristics or intellectual capabilities may be, could feel integrated and find an answer to all their needs at school.

Participants:

Direct participants: Teachers and students that directly participate in the development of activities, families and municipal educational technicians that collaborate in some activities of the project. 201 students and teachers of the four schools will participate directly in the different exchanges programmed in the project. Moreover, around 100 students per school will participate in the design of the activities programmed for the whole project.

Indirect participants: The rest of the educational community that, along these two years, and in the future will get advantage all the results of the project.

Objectives of the project

Our project goal is to get to know the different programmes, implemented in the four participant schools, which have been created to build up a better climate in our schools, to manage to have both a more inclusive school and one that guarantees our students' success.

Activities

Along these two years, we will carry out activities based basically on the following topics:

1. Reflection on the different discipline patterns of the four schools with a focus on the practice that can be considered assertive discipline.
2. The importance of respect towards the things around us (classrooms, school premises, etc.) to guarantee a better school climate.
3. School bullying: prevention, detection and techniques of conflict solving (KIVA programme).
4. School programmes that promote inclusive patterns.
5. Mediation programmes (conflict solving).
6. Programmes of learning among peers (Pygmalion Programme)

Methodology

Basically, our project will use PLB (Project based methodology) combined with the use of ITCs and we will reinforce cooperative work techniques from a multidisciplinary view.

Description of the expected results and impact

The work developed along these two years will necessarily produce an important impact in the participant schools in the following aspects:

- a) Improvement in school atmosphere.
- b) Reduction of school dropout. Thanks to the implementation of different measures and programmes we will get a higher percentage of students who succeed in their studies.



- c) High degree of transference of the results to other schools or educational institutions.
- d) Citizens better prepared to live in the local community together.

Annexes

The maximum number of all attachments is 10 and the maximum total size is 10240 KB.

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

File Name	File Size (kB)
declaration-of-honour-EN firmada.pdf	178

Please attach any other relevant documents.

File Name	File Size (kB)
Total Size (kB)	178

Checklist

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

- It fulfils the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: ES01 Servicio Español para la Internacionalización de la Educación (SEPIE)

Please also keep in mind the following:

Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency.

Before submitting your application, make sure that all participating schools are eligible in their respective countries.

The documents proving the legal status of the applicant and each partner must be uploaded in the Participant Portal (for more details, see Part C of the Programme Guide - 'Information for applicants').

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc) will be processed in pursuant to Regulation on the protection of individuals with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, currently Regulation (EC) No 45/2001. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

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 associated with this form

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

- I agree with the Data Protection Notice