

**A. General Information**

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit and about the Agency that will receive, assess and select your proposal;
- Participating organisation(s): this section asks for information about the applicant organisation and - if relevant - about any other organisation involved as partners in the project;
- Description of the project: this section asks for information about all the stages of the project: preparation, implementation of main activities (meaning the Mobility activities) and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application.
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form online.

For more information on how to fill in this application form, you can read the Technical Guidelines for e-Forms.

For more information on the award criteria according to which the quality assessment of this application will be done please refer to the Programme Guide.

B. Context

Programme	Erasmus+
Key Action	Learning Mobility of Individuals
Action	Mobility of learners and staff
Action Type	School education staff mobility
Call	2016
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	02-02-2016 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	EUROPE HERE WE COME !
Project Start Date (dd-mm-yyyy)	04-07-2016
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	03-07-2018
Applicant Organisation Full Legal Name (Latin characters)	Direzione Didattica statale Bastia Umbra
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B.2. National Agency of the Applicant Organisation

Identification

IT02 (ITALIA)

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

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

**C. Participating organisation(s)****C.1. Applicant Organisation**

PIC	946068646
Full legal name (National Language)	DirezioneDidatticaStataleBastiaUmbra
Full legal name (Latin characters)	Direzione Didattica statale Bastia Umbra
Acronym	
National ID (if applicable)	80009260540
Department (if applicable)	
Address	Via Roma 54
Country	Italy
Region	IT12 - Umbria
P.O. Box	
Post Code	06083
CEDEX	
City	bastia umbra (PG)
Website	www.direzionedidatticabastiaumbra.it
Email	
Telephone 1	+390758000583
Telephone 2	+390758000479
Fax	+390758014707

C.1.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is your organisation a public body?	Yes
Is your organisation a non-profit?	No
Total number of staff	98
Total number of learners	1085

**C.1.2. Consortium**

Are you applying on behalf of a consortium?

No

C.1.3. Background and Experience

Please briefly present your organisation.

Basti a Umbra is a town with 21,000 inhabitants, located in the centre of Italy, near the city of Perugia (site of University for Foreigners) and Assisi (home town of Saint Frances). Our School District consists of 5 primary schools: of which 2 are full time (from 8am till 4pm) and 3 are day schools (from 8am till 1pm) and 4 full time infant/nursery schools. Our head office is located at one of our primary schools (the largest). Total number of students attending our primary schools is: 703 with a teaching faculty of 78 members. While the infant schools have a total of 439 pupils with 45 teachers .Bastia Umbra is a commercial and industrial area of our region where many families coming from different countries live. We have a high percentage (15%) of students coming from different countries (part of EU and not) such as Moldavia, Russia ,Poland, Romania, Albania, Ukrania, Ecuador, Nigeria, Northern Africa and China and a 5% on total number of pupils are children with special needs. Please note that all numbers regarding teaching faculty include special aids teachers, Religion teachers and teachers for children of other religions. Our Administration Dept. Staff consists of: 1 Principal (legal representative), one Administrative Manger, 8 administrative department employees and 18 janitors.

Our Principal has a Coordinating Staff which consists of 18 teachers who help,coordinate organisation of each school facility and report directly to him.

Specific committees - coordinators exist in our organisation with regard to Language Dept., pupil Evaluation/grading, School evaluation, European Development Plan, ICT , Special Aids pupils.

What are the activities and experience of your organisation in the areas relevant for this application?

Comenius teacher training abroad: English teachers from 30/06 to 16/07 1996 Crawley U.K.

Comenius multilateral partnership 2001/03 Legends and Tradition

Comenius multilateral partnership 2009/11 Let's meet through cooperation and team work

Comenius multilateral partnership 2011/13 We play the same game

ELL 2008 Awareness for the project Fairy tales and music through Europe

E-twinning Italy Award for eTwinning Project Europe through music Pistoia 10-11/2008

Teachers' participation to National Agency/LLP Conference in Florence 24/10/2008

Teachers' participation to e-twinning seminar in Prague 13-15/02/ 2009

Teacher inservice Training:

1teacher LLP Comenius Grundtvit Course SMILE, Istanbul 30/10 al 04/11 2011

1teacher LLP Comenius Course IPM TOOLS FINDING innovative pedagogical methods to integrate web based tools into teaching and learning U.S.C. from 07 to 13 September 2009

2 teachers in Bruxelles Comenius course on Math

1 Teacher Comenius course for cilil Utrech April 2012

Participation to the activities for the candidature PerugiaAssisi as European Capital of culture 2019,

May 2013 Perugia

Participation at the multicultural project Banco di prova,promoted by the European commission and Umbria Region., by teacher course, pupil group work at school and workshop, course of Italian as second language to foreign pupils of recently immigration;

Participation at the Erasmus + Seminary 24/02/2014 Todi (PG).

Participation of all our schools in the "Hour of Code " International Project (December 2014-March 2015), (December 7-15,2015) and full school year of 2015-2016 courses for all classes;

Participation to Regional Consortium KA1 project SEA4TEE School Experience Abroad for Technology Educational Experts (one teacher)

Participation to UNICEF Project "ScuolaMica" 2015

Participation to Project "Welcome to our School" for foreigners or non italian mother tongue pupils financed by MIUR 2015-16

Participation to national Project "Made in Italy" MIUR December 2015

Application to PON European Plan for Digital Learning Environments MIUR November 2015

Only in a low number of classes students are being taught part of their curriculum through the means of English as a foreign language (CLIL) by English teachers . This is actually carried out by only two teachers (English teachers)who have been trained. This



is due to inadequate fluency in the English language on the part of curriculum teachers and little training of English teachers. Our staff is very interested in getting deeper insights of this approach; our schools are engaged in work teams dealing with the cultural and intercultural aspects; we have interest in visiting schools in Europe in order to have a direct contact with cultural and intercultural aspects of learning English as a foreign language and see how ICT is used in teaching.

We have planned to invest in Digital Environments (PON Project). We are planning, for the next school year, to install Multimedia Boards in the future first grades of all our primary schools. (7) Right now we have an insufficient number of Multimedia boards (just 6 in 5 primary schools and none in infant schools) and our teachers are not trained in using ICT methods for teaching. We are organising and holding training courses for the use of the Multimedia Boards: 50 primary school teachers are now attending these courses.

Our Administrative Staff including our principal has A1 level of English and needs to improve their knowledge of this language in order to communicate with other European schools, observe and analyse examples of good practice in other European school systems.

Please give information on the key staff/persons involved in this application and on the competences and previous experience that they will bring to the project.

The following staff is part of our European Development Plan which has already been created as of Sept. 1st 2015:

- One headmaster of all schools (primary and infant). He is the legal responsible of European Development Plan ;A1 English level
- One Administrative Manager who is fully responsible for all administrative matters. Member of European Development Plan committee: A1 English level
- One secretary from the Administrative Dept. A1 English level

Teachers:

- One Vice Principal who is a Maths teacher in service. She has been involved in various in service Training Programs (Maths and ICT), etwinning and Comenius projects. She will be involved in ICT teaching and CLIL. B2 English level, member of European Development Plan committee;
- 2nd Vice Principal, classroom and English foreign language teacher in service.. She is of Greek origin, the European Project Coordinator (Comenius and Erasmus), Coordinator of Foreign Students' Integration working with national, regional and local fund projects. She is fluent in Greek. She has participated in various eTwinning projects, in service Training courses and has also taken part in introductory CLIL courses and held Italian as a second language courses to foreign students. Member of European Development Plan committee B2 English Level and B1 in Spanish;
- One Coordinator of the English Teachers Dept. who has been involved (planning and participation) in all Comenius projects together with the European Project Coordinator. She has participated to in service training course in Holland (2012): CLIL. She has carried out internal English Courses to English teachers, held Italian as a second language course to foreign students, and given introductory CLIL courses to internal teaching faculty. She assists in ICT planning within our school district. Promoter of "Hour of Code" in our school district. Member of European Development Plan committee. C2 level in English - language degree English and French.
- One Digital "Animator" in the role of planning ICT activities/training within school district. Member of European Development Plan committee A1 English level
- One curricular teacher and Coordinator of ICT Dept. A1 English level
- 6 English teachers will be involved in CLIL courses B1+2 English levels and, 2 primary school teachers (not English teachers but interested in CLIL) and 2 infant school teachers (already teaching English in infant schools) will be involved in English for teachers courses, A1 English level.

Have you applied for/received a grant from any European Union programme in the 12 months preceding this application?

No

C.1.4. Legal Representative

Title

Mr

Gender

Male

First Name

GIOVANFRANCESCO

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Family Name	SCULCO
Department	
Position	HEADMASTER
Email	dir.bastiadonbosco@libero.it
Telephone 1	+39 075 8000583

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

C.1.5. Contact Person

Title	MRS
Gender	Female
First Name	MARIA CRISTINA
Family Name	SCACCIA
Department	TEACHING FACULTY
Position	TEACHER
Email	fadel80@virgilio.it
Telephone 1	+39 3286287440

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

C.1.6. Contact Person

Title	MRS
Gender	Female
First Name	AUGUSTA
Family Name	PONTI
Department	Teaching
Position	Vice Principal
Email	augusta.ponti@libero.it
Telephone 1	+39 3339022440

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

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Erasmus+

Application Form

Call: 2016

KA1 - Learning Mobility of Individuals
School education staff mobility

Form Version: 3.02

If your project includes job shadowing or teaching assignment at a partner organisation abroad, please click the button below to add information about the partner organisation(s).

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**D. European Development Plan**

What are the organisation's needs in terms of quality development and internationalisation? Please identify the main areas for improvement (for example management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, the organisation of teaching and learning).

Our teachers need to acquire or improve competences for Educational Leadership (e.g. getting a bigger picture perspective through structured study visits which will give the opportunity to observe experiences and inquiry-based approaches of good teaching at European and international level. This includes knowledge and skills in decision making and problem solving, capacity building as well as interpersonal and team skills).

We believe that the ability to communicate and facilitate learning forms is the foundation of good teaching and that there is a direct link between a teacher's professional competence and students' performance and achievement. Therefore our teachers need to develop competences related to the following areas: 1. Communication skills in English for teaching and for accessing other sources of professional knowledge (speaking, writing, reading, listening, cultural and intercultural understanding, etc.). 2. Content knowledge (key concepts, principles, procedures, etc.). 3. Organizational and pedagogic development in European countries (teaching and learning strategies; pedagogical use of ICT, emotional strategies with students such as building self-esteem and confidence; classroom management; identification, use and creation of resources; problem solving; attention to diversity; collaborative learning; reflection and self-awareness, etc.). 4. Assessment and Evaluation (formative, summative, effective feedback, peer assessment, self-assessment, etc.).

Our teachers need to identify more modern teaching approaches available for use in schools today in order to provide successful learning experiences beyond the traditional 'chalk and talk' way of teaching, which is considered less effective nowadays. Our schools need to provide environments and experiences which allow students to build up their knowledge in interaction with peers and teachers of different backgrounds and different geographical locations. Our teachers need to renew and develop their teaching related to key competences (e.g. foreign languages, cultural appreciation, learning to learn, entrepreneurship, social and civic skills, ICT, etc.), task based approaches, evidence-based teaching, dialogic teaching, etc. Global networking and new technologies which will facilitate learning appropriate to a fast changing world.

Our school needs to train staff members in order to improve foreign language, scientific and mathematical, ICT teaching competences, to acquire new teaching methods/ tools/approaches (like CLIL, use of multimedia tools), to have a broader understanding of practices and systems of education that exist in Europe among primary and infant schools, to increase the abilities to face and answer to the needs of the disadvantaged (towards foreigners and special needs students), to have a greater understanding and responsiveness to social, linguistic and cultural diversity and to improve quality of work and activities in favour of students. Our office workers need to get a wider insight and learn new and better organisational office techniques in order to reduce time loss and improve working conditions. Administrative staff will get a better and wider outlook of how administrative affairs are carried out in the world. We need to improve quality development in these fields, increase our capabilities entrepreneurship by introducing new teaching methods, update and improve teaching and working conditions so that we can be ready for Europe 2020.

Our town is twinning with four municipalities from Germany, Spain, France and Hungary. Every year there is an exchange among citizens/local officials/businessmen and cultural events. Our school district is involved in the organisation of school visits, cultural events and hosting these participants in Italian families (among our students). In order to improve/increase communication among our partners/us we therefore need to improve language competences and cultural competences among our full staff.

Please outline the organisation's plans for European mobility and cooperation activities, and explain how these activities will contribute to meeting the identified needs.

Teacher Staff: Our English teachers (as a foreign language) are classroom teachers. That means that they do not only teach English but also other major subjects such as Italian, History, Geography, Science, Maths, Art or Music. But they do not have any experience with CLIL. Therefore participating to CLIL courses will help them teach their subjects through English and will also help them cooperate with other teachers of other subjects to broaden their lessons through English. We feel that offering CLIL to our students and colleagues is a strong means of education which will give our children a better preparation for their future life.

ICT mobility courses: We are increasing the number of Multimedial white boards and improving the number of computers present in each schools, but our teachers of all subjects will need to be trained better in order to use them. We plan to have Maths/Science and Italian Language teachers to participate in these courses in order to offer more modern learning skills to our pupils and then cooperating with fellow teachers and classes. We are planning to have at least one teacher from each grade module to participate in this course so that new techniques could be integrated in the teaching team referred to each class or grade. Again this is planned in order to give our students a real feeling of being and working with Europe and the world. We have to remember that our pupils today are born with the new technologies and us teachers have to update our techniques, instruments and methods.

Special Aids Teachers, PE teachers, Religion, and regular classroom teachers: we are acknowledging an increase of pupils with special



needs: dyslexia, dyscalculia, dysorthography; pupils who have physical or mental disabilities, autistic children (minor or major), pupils who are socially/economically disadvantaged, who are hyperactive, children of other religions and with other needs. Our teachers are planned to take courses in countries that have more experience in these fields. Other European countries have a higher percentage of pupils who need special aid than Italy does; they have been approaching/handling this matter more than us and longer than us here in Italy and we can only learn from them. This mobility will also allow participants to appreciate the values and aspects of co-existing with multi-ethnic cultures and respect for the human rights, non discrimination of disabled people and pluralism inherent in a democratic society. Another point is that statistics show that the rate of abandoning school or difficulty in following higher level school curricula (Middle School and High School) not only by Italian students but also on the part of foreigners or disadvantaged students has increased in the last few years and probably will increase in the future years. We feel that we, being basically as an infant/primary school district, we can help decrease this percentage by offering in our schools, teachers who are more competent, who are able to apply new tools and use teaching methods which are more motivating, inspirational and professional to our students. Again, after mobility has been done, these teachers will cooperate through internal seminars with other teachers on the same topic.

Administrative Staff: Up to now, in our school district, the only two persons involved in projecting/writing and preparing for Comenius/Erasmus projects were two classroom teachers. We plan to have administration staff members participate first, to English Language courses and then to Erasmus projecting courses. This will enable the Administrative department (Headmaster included) to better understand project planning and how to administer a European project. This staff will then be able to participate to international meetings where international matters are discussed.

These mobilities will contribute to reach our needs so that our school district will become a new, more modern school district which will respond to the needs of our local community, to families, to students and to our school district so that an international/European school district can be created.

Please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?

In our three year Education Project (P.T.O.F.) we have planned to improve pupils competences in foreign languages and Key competences such as literacy and mathematics. We have already included CLIL in this plan in one of our primary schools and we intend to extend the inclusion of CLIL in all of our primary schools. We intend to promote the teaching of a 2nd foreign language (Spanish) in our primary schools as an extra curricula subject in order to create a link with the Middle School Curriculum where a 2nd foreign language is taught; we will use new teaching approaches with the use of ICT tools in class in order to motivate / increase interest of learners and consequently lower number of absences and upgrade mathematical competences. We will network with other participants met during experiences in order to create more virtual exchanges of ideas, methods, techniques and materials. We will present or participate in new future Etwinning projects.

Our mobilities will be presented to co-workers in conferences and to pupils in classroom; mobility experiences will be disseminated through internal seminars/workshops for co-workers (peer coaching); material collected during mobilities will be collected in a Data Base File for easy retrieval of material/data among co-workers and periodical meetings will be held to discuss progress.

Local authorities: local, regional and national authorities, including Town Hall (the Mayor) the Umbria Regional offices, MIUR (Ministry of Education), USR (Regional School Board) are to be involved in future project planning related to integration of foreign students, of future courses, seminars to be held in our school district.

To families: we plan to hold information seminars/conferences, open day events, to families where they will be informed of what is planned, on a European insight, in our school district and eventually participate in follow ups.

Local authorities, families, co-workers and students will be informed of project experiences through: our school web, through local newspapers and local television news channels.

Will your organisation use eTwinning in connection with your mobility project? If so, please describe how.

The eTwinning website can be accessed through the following hyperlink:

www.etwinning.net

Definitely! We feel that networking with other participants through Etwinning is a must. Joining the eTwinning community or neighbourhood is essential in order to find international collaboration, colleagues and teachers across Europe who are in our same position as ours and have same or similar needs as ours, in order to share ideas, create new projects or take part in Project Kits. Everybody in school will be able to enhance their development of key competences (including ICT, communication in a foreign language and a greater cultural awareness of the richness of European heritage and values) by communicating through eTwinning and building and participating in eTwinning projects on diverse curricular subjects. This will help us get a broader international vision of what is going on in Europe.

**E. Description of the Project**

Why do you want to carry out this project? What are its objectives?

In essence our project can be considered a learning process of your whole institution (teachers, other staff, students, their parents, etc.). The persons in our institution should be offered opportunities to grow personally and professionally as a consequence of participating in this project. We are convinced that preparing, implementing, and evaluating our project, and disseminating its outcomes will produce greater professional knowledge of our institution and personnel and greater development of key competences in our students.

Our objectives are :

- Improve the quality of education staff members;
- Improve the quality of teaching of modern foreign languages;
- improve pedagogical approaches and school management;
- create a link with the Middle School for a vertical curriculum in foreign languages due to the fact that in the Middle School English, Spanish, German and French are taught while in Primary Schools we only teach one foreign language: English. Since we have teachers who have a degree in foreign languages or certificates for second language teaching we feel that we can carry out this objective;
- improve development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- promote an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia;
- promote integration into mainstream education and training for teachers of learners with special needs;
- provide equal opportunities among men and women.

What are the most relevant topics addressed by your project?

Key Competences (incl. mathematics and literacy) - basic skills

Teaching and learning of foreign languages

ICT - new technologies - digital competences

**F. Participants' Profile**

Please describe for each planned activity the background and needs of the participants involved and how these participants have been or will be selected.

A presentation was given in all our schools (primary and infant) during our Faculty meeting in September 2015 where the Erasmus + platform was illustrated. Then a questionnaire/survey(prepared by the European Development Plan committee) was sent out where staff had to suggest the needs of our schools and where each person indicated what kind of training course he or her needed or felt could be useful to our schools. (Oct. 2015). According to the statistics that came from this survey, all of our teachers indicated a great need/necessity to attend training courses in another European country. These were the results: language training courses ,language teaching methodology courses, ICT - uses in teaching mathematics, Skills and Technology Enhanced Learning courses(including maths), CLIL - applying CLIL in teaching methodology, courses on religious and cultural inclusion difficulties and European Project management. We have also acknowledged that 95% of our teaching staff /and administrative staff have level A1/2 in oral and written skills in English , 98% of our English teachers ranging from A2 to B1 skills, are not confident in teaching English and are not ready to teach in a CLIL way, 92% of teachers do not know how to use major ICT tools (Multimedia boards, tablets ect.) and therefore don't use ICT tools in teaching. Therefore the selection of participants will be carried out by the European Development Plan committee on the basis of the results of these statistics and priorities that will be taken into consideration will be: Language training courses, ICT in teaching, Skills and Technology learning course, CLIL and European project management.

F.1. Learning Outcomes

Which learning outcomes (i.e. knowledge, skills and competencies) or competences (i.e. knowledge, skills and attitudes/behaviours) are to be acquired/improved by participants in each planned activity of your project?

Our participants will acquire or improve knowledge/skills of ICT use in classroom , will improve foreign language competences in order to be able to integrate CLIL in classroom work,they will acquire new language competences for future teaching of a 2nd foreign language, they will upgrade knowledge of other countries/cultures and education systems in order to become more informed and ready to face particular situations that arise when foreign students sign up at our schools, they will attain more professional attitude and awareness of the European project and the EU values. Participants in this training programme are expected to acquire new knowledge and improve their professional skills so that they will be able to carry out their teaching in a better, more informed way, for students in school. This will be done as follows: (1) our immersion in every day cultural life will improve our understanding and use of English for effective communication in real contexts; (2) our study of both every day and high cultural manifestations while engaging in cooperative group work, carrying out interviews to local people and participating in seminars and hands-on workshops, will allow us to present to our students a comprehensive and updated picture of the way of life of the native speakers of the language; (3) our participation in intercultural collaborative learning projects will help us to adopt inquiry-base project work methodology to encourage our students in school to compare their own culture and way of life with the culture of others European countries and the European culture in general; (4) the creation of contextualized authentic teaching materials that participants will share in a data base grouping will make a bank of resources that will be very helpful for us to prepare classes for our students and to share with other colleagues in school; (5) our contact with other European teachers participating in the programme will allow us to share examples of good practice, and (6) linking our students and our school with other schools all over Europe, by establishing future partnerships, will provide an enhanced European dimension to our school.

The Erasmus+ Programme promotes the use of instruments/certificates like Europass, ECVET and Youthpass to validate the competences acquired by the participants during their experiences abroad. Will your project make use of such European instruments/certificates? If so, which ones?

Europass Mobility Document

Europass Language Passport

Are you planning to use any national instrument/certificate? If so, which one?

Yes, English language teachers participating in this project will have to take tests at the University of Perugia, or at other legally recognised Language School in our area, to certify knowledge,level and language competences and eventually obtain Language Competence Certificates.obtaining at least B1 level. We will participate to intercultural-international events/projects which are proposed by local governmental authorities like the Regione Umbra, the Provincia of Perugia, the Municipality of Bastia Umbra,or



Erasmus+

Application Form

Call: 2016

KA1 - Learning Mobility of Individuals

School education staff mobility

Form Version: 3.02

locally propose them ourselves through this project.

How will you use the European/national instrument(s)/certificate(s) selected?

We will use them to develop and improve teaching quality in our schools permitting our schools to be more international and to offer a better prospective of the competences which we should have in order to become part of the Europe 2020 programme. We will also use them so that we can offer our students a more competent teaching staff and school organisation so that they can be part of the European Educational system at any time of their lives.

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**G. Preparation**

Please describe for each planned activity what will be done in preparation, by your organisation and, if relevant, by your partners and/or consortium members before the main activities take place.

G.1. Practical Arrangements

How will the practical and logistic matters of each planned activity be addressed (e.g. travel, accommodation, insurance, safety and protection of participants, visa, social security, mentoring and support, preparatory meetings with partners etc.)?

As already mentioned a special internal European Development Plan committee has been created to investigate needs, monitor and to take care of practical and logistic matters of the project (trip/accommodation searching/bookings). We are planning to organize various working sessions in your institution to prepare the participant teachers in relation to the themes of the training, basic OS English ONLINE courses will be proposed to our staff to develop their basic communication skill. We will also ensure the safety of our teachers by obtaining suitable insurance which should cover at least the basic traveling contingencies (medical care abroad to illness or accident of any kind, theft, loss or damage to personal effects, medical repatriation emergency, etc.) and to consult information on specific legal aspects of the destination country by reviewing websites corresponding foreign ministry or by email or telephone contact with the embassy of the destination country, etc. These working groups will include the Headmaster, the European and Intercultural Project Coordinator, the Language Department and ICT Department Coordinators, plus the school Administrative Department staff.

Our course provider, will contact our institution through electronic means and assist us in preparing the various stages of the process, helping us to formulate the outlines of your European mobility, select the most appropriate training activities for your staff's profile. It will provide us directions and suggestions on how to prepare your participation in training activities (development of questionnaires and professional profiles of the participants, selection of instructional materials of your school for exchange with other participating schools, recommended reading for the preparation of training, etc.), as well as information regarding access to places of training, public transport, accommodation and special provisions available for arrivals outside normal schedules, emergency contact numbers, etc.

G.2. Project Management

How will you address quality and management issues (e.g. setting up of agreements with partners, learning agreements with participants, etc.)?

Since we view education as a service, it would be most important for us to create a quality culture in our institution where the aim of every member of staff is to deliver a good service to our students, families, town etc., and where the structure of our organization allows the staff to do so. Our mobility project will be connected to our institution's quality culture when including a good quality service will meet up to the professional development needs of your teachers and staff. Our three year Educational Project (P.T.O.F.) and our RAV report (where Italian schools are evaluated) have specific goals in order to become a "Better School" and we are investing in our staff, through this project, to reach them.

The European Development Plan committee has decided on the appropriate duration of each training activity in order to minimise organisational impact when our teachers are abroad (e.g. to attend 2 week structured courses in summer time or vacation periods and 7 day structured study visit to schools/institutes during the academic year in order to visit schools when in full operation).

The training activities chosen are based on the quality of the training and the reputation of our partner institution in the field of providing quality professional development programmes for teachers and staff all over Europe.

We will facilitate the preparation of our staff to raise their foreign language competence for better participation in the training with other European participants by having preparatory basic English language courses online through OS (ONLINE LINGUISTIC SUPPORT from Erasmus), we will ensure that their learning after training be reflected on innovative practices in school by means of collaboration in school's seminars, internal courses to teachers who did not participate to this mobility, through publication of manuals and reports; we will ensure dissemination of materials produced among staff, students, parents and local authorities, etc. by creating an internal data base for teachers, by giving seminars to teachers, through our school's website, newsletters, and local media and local conferences with authorities. Our course provider will be responsible for the relevance and quality of our staff's mobility and training, for monitoring learning of participants; for facilitating participants networking with other professionals and schools in Europe, for assisting your teachers and staff in practical arrangements (e.g. preparation of staff mobility; accommodation to attend the training programme, socio-cultural programme, etc.), for ensuring quality in the delivery of the training programme by means of encouraging professional reflective activities, developing an inquiry-based approach to teaching and learning, relating participants with the local culture and way of life of a European community, facilitating the exchange of examples of good practice and teaching resources, etc. In case of modification or adaptation of our project, our course provider will assist our institution in finding out or providing, when appropriate, alternative solutions and adaptation to participants' needs.



Finally, the learning arrangements with participants, is an essential element of the management of our European mobility project, will consider a variety of sectors and beneficiaries such as: 1- those who directly receive the training (teachers and staff participating in the activities), who have a critical stake holding in their preparation for learning and subsequent outcomes; 2- other teachers and staff in your institution who have a stake in the organisation's success; 3- those who have a direct stake in the education of students or in the institution (parents, governors); 4- students, who will benefit from the mobility project in terms of their teachers' professional development through more effective and inquiry-based methodologies, more communicative task-based teaching and organisational arrangements in the classroom, etc.; and finally, 5- those who have a less direct but nonetheless crucial stake holding in education (educational authorities and society as a whole).

G.3. Preparation of Participants

Which kind of preparation will be offered to participants (e.g. task-related, intercultural, linguistic, risk-prevention etc.)? Who will provide such preparatory activities?

Our teachers, before departure, will take online language preparatory test/courses (OSL) , take part in intercultural events/ meetings/courses which are promoted and financed by governmental organisations, like Regione Umbra, Provincia of Perugia, and by the Municipality of Bastia Umbra. Right now we have a course running for the use of the Multimedia board, with 50 participants (primary, infant school teachers and Administrative staff members are taking part) ; our participants (with low ICT competences) are now working with teachers have higher ICT competences; part of our English teachers staff is now taking an English course here in Bastia.

As soon as our course provider's professional development plan is consolidated, our staff will study the training materials that will be proposed by their Training Team, browse relevant information; carry out research on the themes related to the training programme; read other materials of interest, etc. Also, participants will prepare for a "Professional Autobiography" activity which will help them to reflect on their professional trajectory and on their professional development needs as well as how their expected learning outcomes will benefit their students and your own school as a learning organization.

When awarded our mobility application, our provider will prepare for the following activities and tasks: (a) "Sharing Teaching Resources": this offers the opportunity to share teaching experience with colleges from other European countries. That is why participants are asked to prepare and bring with them resources they use in teaching their favorite topic: texts, tasks, activities, materials, etc. This will give participants a forum to talk about best practice. Our course provider will also provide other important features of its programme: a. "European Networking: it provides an opportunity for participants to find partners for individual or institutional links or for participation in bi-lateral or multi-lateral learning partnerships and projects. Provisions are made to allow participants to share their ideas and information about partnerships, projects or methodological innovations they might like to be involved in within a European dimension. Also, participants who have already had experience of links and exchanges or of participation in school partnerships or other similar projects are most welcome if they decide to make their experience available to others; b. "Schools and Education Systems in Europe": participants should take advantage of the international grouping present in the training programme and that is why they are asked to prepare a small digital introduction (PowerPoint, Prezi, or small video clip) to their education system and their school life.

Our teachers and staff could also prepare for the provider's intercultural activities programme: (a) "Professional World Café" where participants are invited to share professional insights and experiences by means of communicative strategies within small and larger group rounds. (b) "A Taste of European Food": participants will prepare for getting together and celebrate the richness of their different cultures with recipes, information about habits at meals and celebrations, small samples of typical food, etc. in order to present an international buffet which should provide opportunities for intercultural exchange and give participants the chance to meet and make new friends from the beginning of the training programme. (c) "My town, my region, my country": there will be opportunities in the programme, as part of the intercultural activities, for participants to present relevant aspects of their town and country to enhance the variety and richness of Europe cultural heritage.

**H. Main Activities**

Please outline chronologically the main activities you plan to organise. If relevant, please describe the role of each project partner and/or consortium members in the activities.

Before/during and after attending courses/visits participants will take an evaluation test and then follow OSL courses online.

Dates : July 2016- August 2017 - *JULY Aug 2017-*

FLOW 1: General structured English courses (low level) : A2/B1 level - 10 training day course in the UK for:

Administrative Dept. staff : 1 member

Primary School teachers (not English teachers): 2 members

Infant School Teachers : 2 members (including 1 Digital "Animator")

FLOW 2: . Structured English language course: B1+B2 level - 10 training day course in UK for:

3 English Teachers

FLOW 3: English and Methodology in England: for B2/C2 level - 10 training day course in UK for:

2 B2/C2 English level teachers

FLOW 4: CLIL basic course: for A2/B1/B2 levels: 10 training day course in Ireland for:

3 English Teachers

FLOW 5: September 2017-June 2018

A. CLIL basic course for A2/B1/B2 levels: 10 training day course in Ireland for:

3 English Teachers

FLOW 6: ICT for teaching: 10 day course for in Spain:

2 Primary school teachers

FLOW 7: Structured Study Visits /Training in Holland: 7 training days for:

2 B2/C2 level teachers

1. staff members of Administrative Dept.

FLOW 8: Spanish language course: 10 training days in Spain for:

2 language teachers to teach Spanish

Our partners' organisational role, will be of implementing this wide range of activities to suit our staff's professional development needs.

If applicable, how do you intend to cooperate and communicate with your project partners and/or consortium members and other relevant stakeholders?

Communications and flow of information will mostly be carried out through starting from emails up to Skype.

Our institution will cooperate with the course provider, in all phases of project development, by means of electronic and digital information tools (email, web platforms, social networks, etc.). These means will allow close cooperation between the provider in the steps of: a) preparation of mobility (including information on the profile of the participants during the stage prior to preparation activities); b) implementation of training activities; c) dissemination of results of training and subsequent follow-ups in the long term, after the training provided.

Cooperation and communication will be implemented by means of the following channels: (1) The ONLINE APPLICATION PROCEDURE: through our provider's website for any of the Erasmus+ programmes where we will provide information about staff's profile, needs and interests. This will allow our provider to tailor the programme as far as possible. (2) A TEACHERS' ZONE at provider's website which will provide guidance and documents to help the preparation and implementation of your mobility project. (3) A PARTNER FINDING FORUM (always through our provider) which will provide a means for contacting other European participants and institutions. (4) E-mails and use of Skype will be widely used to facilitate direct communication with partner's Co-ordination Team and Programme Co-ordinator. Finally, (5) social networking tools (Twitter, Facebook) will also help the cooperation



and communication between us and provider in order to prepare for effective participation in the programme and get the maximum benefit from it.

How will the participants be monitored during their training placement? Who will monitor their work programme and progress?

Our institution and course provider will cooperate in a number of aspects for the benefit of staff's learning outcomes. In this respect, our provider will assist and assess participants' work programme prior to activities' commencement, will monitor and assess their participation during the training, and will follow-up participants' dissemination of learning outcomes after training. Assessment will be carried out prior to the course by means of analysis of participants' interests. During the course, oral and written reports will be completed to enhance participants' learning and professional development. Also, reflective journaling during the programme implementation will help participants to evaluate their learning experiences. After every training activity, a detailed evaluation report by participants will provide feedback to both partner organizations. Also, prospective partnerships with other schools might develop from the issues raised by the training programme.

Our institution will cooperate with our provider by implementing activities and providing feedback about them during the preparation stage as well as implementing dissemination and follow up activities after the training.

Parallel to the implementation of training activities, progress surveys will provide information to both us and course provider organization on the appropriateness of the work program. This information will guide the implementation of future training activities. Monitor of work program and progress will be carried out by provider's course tutors and Programme Coordinator.

If applicable, please explain the need for accompanying persons.

N/A



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H.1. Activities' Details

Please enter the different mobility activities you intend to implement in your project.

Activity No.		Structured Courses/Training Events										A1	
Activity Type													
Flow No.	Country of Origin	Country of Destination	Distance Band	Total Duration Excluding Travel (days)	Travel Days	Total Duration Including Travel (days)	No. of Participants	Participants with Special Needs (out of total number of Participants)	Accompanying Persons (out of total number of Participants)	No. of Non-Teaching Staff (out of total number of Participants)			
1	Italy	United Kingdom	500 - 1999 km	10	2	12	5	0	0	1			
2	Italy	United Kingdom	500 - 1999 km	10	2	12	3	0	0	0			
3	Italy	United Kingdom	500 - 1999 km	10	2	12	2	0	0	0			
4	Italy	Ireland	500 - 1999 km	10	2	12	3	0	0	0			
5	Italy	Ireland	500 - 1999 km	10	2	12	3	0	0	0			
6	Italy	Spain	500 - 1999 km	10	2	12	2	0	0	0			
7	Italy	Netherlands	500 - 1999 km	5	2	7	3	0	0	1			
8	Italy	Spain	500 - 1999 km	10	2	12	2	0	0	0			
		Total		75	16	91	23	0	0	2			

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H.1.1. Summary of Activities and Participants

Activity Type	No. of Activities	No. of Participants
Structured Courses/Training Events	1	23
Total	1	23

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I. Follow-up

Please describe what will happen after the end of your main activities.

I.1. Impact

What is the expected impact on the participants, participating organisation(s) and target groups?

Encourage staff/school to adopt a more reflective approach in teaching/ carrying out teaching and working duties, increase awareness of new methods, give a wider range of teaching approaches/methods/techniques/ materials to choose from, improve foreign language competences, encourage more use of ICT in the classroom on a transversal basis, lead to increase a European/ international dimension in the work of our school, increase interest /motivation of students in subjects personally taught and of colleagues on European topics. This will all lead to good quality teaching/education and a long term basis, reduce early school abandon. We will get to know other educational systems and improve our own system by exchanging experiences and good practice, new teaching methods and approaches and improve their field of activity. They will be motivated and creative, they will learn how to present and disseminate the results of their work, they will learn new languages.

We will learn to cooperate in groups both in class and abroad

ICT training will give them a chance to learn how to start new Erasmus+ projects including KA2/Etwinning.

We want to make the educational offer of our school more attractive to our students and community

We want to make this project and integrated part of our school curriculum

There will also be an impact on our students: our students will surely benefit from this

since our teachers will be more prepared with new teaching methods and subjects and material, making the learning process more attractive and different; they will become global citizens through the knowledge attained in the project which will build open mindedness and tolerances towards other cultures and in general pupils will learn to listen to the others and to respect different opinions.

Working with new teaching/learning methods, the pupils will get answers to their questions on why they studying and have to learn things for and we feel will have a long term positive influence on them towards a long educational life.

Benefits local institutions

Since our school is located in territory which is strongly characterised by a high percentage of immigrants and emigrants, The city will benefit by presenting a higher quality school curriculum for its younger citizens and more prepared teachers in its schools, it will raise awareness of the city board to design a specific intercultural plan for immigrants and their children in order to increase integration of these children

Creating a European identity, by building new and maintaining old cultural roots and values by respecting diversity, This project will promote an active participation of its citizens.

Everyone will benefit from this project because it promotes equity and inclusion and it facilitates the access to those who have disadvantaged backgrounds and fewer opportunities compared to their peers (15% in our school district),

We feel that our course provider has the "right" training programmes because it provides possibilities for improvement of our colleagues' knowledge and skills and, possibly, changes in our attitudes, as well as for the target groups mentioned above. We all will benefit (school, staff, students, families, local territory) in terms of development of our personal and professional competences (a) by getting an insight into the culture of the host country in order to develop your intercultural awareness; (b) by experiencing an inquiry-based methodology which will be useful for your teaching in a more effective way; (c) by getting into direct contact with local citizens as informants who will provide meaningful cultural and linguistic data which will enhance our appreciation of the culture and the language of a country in Europe; (d) by improving our competency in English through immersion in everyday cultural life in an English-speaking country; and (e) by implementing in our classes the practical ideas learned from the training team and the colleagues participating in the course -this should help us to reflect on our practice and improve our teaching-; (f) by proposing improvements in your school's curriculum, syllabus and teaching approaches, in staff co-ordination and management, in our students' groupings, etc. (g) Also, our students will benefit from the introduction in our classes of first-hand cultural artifacts collected or created during our participation in the courses. These artifacts should increase our students' motivation as they might carry out inquiry-based cultural projects through a task-based methodology incorporated in our teaching: this should also help our students to develop their key competences (i.e. the eight European key competences for citizenship) as European citizens. Finally in terms of professional development, this training programme will have a further impact on our employment status or in our motivation to follow further education and training which might be conducive to a future Masters or PhD.

I.2. Dissemination of projects' results

Which activities will you carry out in order to share the results of your project outside your organisation/consortium and partners?
What will be the target groups of your dissemination activities?

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We are going to disseminate our activities by means of :

Open day events;

Regular meetings among staff in order to exchange experiences and material;

Creation of data base files for easy retrieval of material/data obtained during courses

Personal contacts/correspondence to people met during and through this project f

Through our website

Through local newspapers/TV

Through organisation of information meetings for parents

Informing local authorities about achievements:

Addition of new subjects (2nd foreign language and use of CLIL) to our school Curriculum for a summer school activity

Application to more etwinning projects

Project results will be disseminated to:

Teachers: school district faculty

Primary and infant school students

Parents: pupils' families

Local /regional and National authorities: Town Hall (Mayor) , Umbria Region, MIUR(stry of Education), USR (Regional School Board),

National Agency, final reports to European commission.

All information/activities related to this project will be available to other schools in the area and in Europe will be found on our school website. We will submit newspaper articles about our mobility project, rdocument with videos, implement the knowledge in our practise. We'll present our mobility in conferences/seminars , organize tea parties with parents, create a workshop in professional associations, where we'll illustrate the topics of our mobily period. We will organize a summer school for our children , prepare seminars for co-workers(local associations), we'll have a special session with our pupils where they will learn about the topic of our mobility. We will share our experience on the Etwinning platform, through Teachers from Europe, LinkedIn. We will use KA1 mobilities as a starting point for KA2 projects .

I.3. Evaluation

Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results?

Our institution will evaluate to what extent our mobility project has been successful with an "Evaluation Plan" This evaluation will highlight the learning outcomes of all involved. Our evaluation plan will follow a series of steps (preparation – implementation – interpretation) while the outcomes of your mobility project will be short-term and long-term. Our Evaluation Plan will present four main categories of evaluation questions: (1) Planning and implementation: How well was the program planned out, and how well was the plan put into practice? Who participated? Was there diversity among participants? Were the selection criteria fair and efficient? (2) Assessing attainment of objectives: How well has your mobility project met its stated objectives? How many people participated? How many hours were participants involved? (3) Impact on participants: How much and what kind of a difference has the program or initiative made for its targets of change? How has staff's performance changed as a result of participation in the training program? Are participants satisfied with the experience? (4) Impact on the community: How much and what kind of a difference has the program or made on the community as a whole? What resulted from the program? Do the benefits of the program outweigh the costs?

As evaluation tools we will include monitoring and feedback system such as surveys, questionnaires and reports that we can share with everyone involved, interviews with participants, experts' opinions, case studies.



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KA1 - Learning Mobility of Individuals
School education staff mobility

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J. Budget

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

J.1. Travel

Activity No.	Activity Type	Flow No.	Country of Origin	Country of Destination	Distance Band	No. of Participants (including accompanying persons)	Travel Grant per Participant	Total Travel Grant Requested
A1	Structured Courses/Training Events	1	Italy	United Kingdom	500 - 1999 km	5	275.00	1375.00
A1	Structured Courses/Training Events	2	Italy	United Kingdom	500 - 1999 km	3	275.00	825.00
A1	Structured Courses/Training Events	3	Italy	United Kingdom	500 - 1999 km	2	275.00	550.00
A1	Structured Courses/Training Events	4	Italy	Ireland	500 - 1999 km	3	275.00	825.00
A1	Structured Courses/Training Events	5	Italy	Ireland	500 - 1999 km	3	275.00	825.00
A1	Structured Courses/Training Events	6	Italy	Spain	500 - 1999 km	2	275.00	550.00
A1	Structured Courses/Training Events	7	Italy	Netherlands	500 - 1999 km	3	275.00	825.00
A1	Structured Courses/Training Events	8	Italy	Spain	500 - 1999 km	2	275.00	550.00
							Total	6325.00

J.2. Individual Support

Activity No.	Activity Type	Flow No.	Country of Destination	Participants (Excluding Accompanying Persons)				Accompanying Persons		Total Grant Requested
				Duration per Participant (days)	No. of Participants (Excluding Accompanying Persons)	Grant per Participant	Duration per Accompanying Person (days)	No. of Accompanying Persons	Grant per Accompanying Person	

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A1	Structured Courses/Training Events	1	United Kingdom	12	5	1344.00	12	0	1344.00	6720.00
A1	Structured Courses/Training Events	2	United Kingdom	12	3	1344.00	12	0	1344.00	4032.00
A1	Structured Courses/Training Events	3	United Kingdom	12	2	1344.00	12	0	1344.00	2688.00
A1	Structured Courses/Training Events	4	Ireland	12	3	1344.00	12	0	1344.00	4032.00
A1	Structured Courses/Training Events	5	Ireland	12	3	1344.00	12	0	1344.00	4032.00
A1	Structured Courses/Training Events	6	Spain	12	2	1008.00	12	0	1008.00	2016.00
A1	Structured Courses/Training Events	7	Netherlands	7	3	784.00	7	0	784.00	2352.00
A1	Structured Courses/Training Events	8	Spain	12	2	1008.00	12	0	1008.00	2016.00
Total									27888.00	

J.3. Organisational Support

No. of Participants (excluding accompanying persons)	Total Grant Requested
23	8050.00

J.4. Course Fees

Activity No.	Activity Type	Duration (days)	No. of Participants	Grant per Participant/Day	Total Grant Requested
A1	Structured Courses/Training Events	10	20	70.00	14000.00
A1	Structured Courses/Training Events	5	3	70.00	1050.00
Total					15050.00

J.5. Special needs' Support



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Activity No.	Activity Type	No. of Participants With Special Needs	Description of Costs	Total Grant Requested
Total				

J.6. Exceptional Costs

Activity No.	Activity Type	No. of Participants	Description of Costs	Total Grant Requested
Total				

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

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K. Project Summary

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

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

Our project is meant to train teaching staff and administration department members (total of 30 participants) in order to improve foreign language, scientific and mathematical, ICT teaching competences, to acquire new teaching methods or tools (like CLIL, use of multimedia tools), to have a broader understanding of practices and systems of education/administration that exist in Europe among primary and infant schools, to increase the abilities to face and answer to the needs of the disadvantaged (towards foreigners and special needs students), to have a greater understanding and responsiveness to social, linguistic and cultural diversity and to improve quality of work and activities in favour of students, local community and we want to help and take part of national governmental programs which intend to improve the Italian school system. We need to improve quality development/management in these fields so that we can be ready for Europe 2020.

According to the statistics that came up from a survey taken at our school, our teachers indicated a need for training courses to be taken in another European country. Our teachers indicated a need in: language training courses, language teaching methodology courses, ICT Skills and Technology Enhanced Learning courses, applying CLIL in teaching methodology, courses on religious and cultural inclusion difficulties and European Project management. The majority of our participants are women who are glad and grateful to take part in these overseas courses since it's quite difficult, for recession/economical reasons to participate to them on their own. Main activities are: Teaching-Methodology of foreign languages, CLIL Methodology, ICT Skills new technologies - digital competences, intercultural awareness/teaching/project management, early childhood education and care, development of 2nd foreign language competences in primary school. In order to carry out our project we will disseminate our activities by means of: Open day events, regular meetings among staff in order to exchange experiences and material, creating a data base for easy retrieval of material/data obtained during courses, maintaining personal contacts/correspondence with people met during and throughout this project, enriching our website, publication of articles in our local newspapers, organising information meetings for parents, informing local authorities about achievements, introducing new subjects (2nd foreign language and use of CLIL) to our school Curriculum and participating/creating more etwinning projects.

The implementation of our project will encourage staff/school/administration to adopt a more reflective/professional approach in teaching/carrying out teaching and working duties, increase awareness of new methods, give a wider range of teaching approaches/methods/techniques/materials to choose from, improve foreign language competences, encourage more use of ICT in the classroom on a transversal basis, lead to increase a European/international dimension in the work of our school, increase interest/motivation of students in subjects personally taught and of colleagues on European topics. This will all lead to good quality teaching/education and a long term basis, reduce early school abandon.



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Application Form

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KA1 - Learning Mobility of Individuals

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K.1. Summary of participating organisations

Name of the Organisation	Country of the Organisation	Type of Organisation
Direzione Didattica statale Bastia Umbra	Italy	School/Institute/Educational centre – General education (primary level)
Total number of participating organisations excluding consortium members where applicable		1

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K.2. Budget Summary

The sum of previous sections representing the total grant requested for this application.

Activity No.	Activity Type	Travel	Individual Support	Course fees	Special Needs Support	Exceptional Costs	Total
A1	Structured Courses/Training Events	6325.00	27888.00	15050.00			49263.00
Total		6325.00	27888.00	15050.00			49263.00
Organisational Support							8050.00
K.2.1. Project Total Grant							
Grant Calculated							57313.00

Form hash code: E29AA84A6ACDE4C6

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L. Checklist

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

- ☐ you have used the official Key-Action 1 application form.
- ☐ all relevant fields in the application form have been completed.
- ☐ you have chosen the correct National Agency of the country in which your organisation is established.
- ☐ the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- ☐ you have annexed all the relevant documents:
 - ☐ the Declaration of Honour signed by the legal representative mentioned in the application.
 - ☐ the mandates of each member of the national mobility consortium (if applicable) signed by both parties.
 - ☐ the mandates of each partner to the applicant signed by both parties.
- ☐ all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- ☐ for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- ☐ you are complying with the deadline published in the Programme Guide.
- ☐ you have saved or printed the copy of the completed form for yourself.



M. Data Protection Notice

PROTECTION OF PERSONAL DATA

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

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

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

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



N. Declaration of Honour

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant organisation. Once signed it must be scanned and annexed to this application form.

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

Declare that:

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

EITHER

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

OR

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

It provides learning opportunities and

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

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

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

The organisation I represent:

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

Acknowledge that:

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

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

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

Commit:

Form hash code: E29AA84A6ACDE4C6

EN

This form has been submitted on: 2016-02-01 12:39:46. Status: OK (1326542).



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

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

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



O. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

File Name	File Size (kB)
DECLARATION OF HONOUR 2016.PDF	569
elenco scuole.pdf	3554
IDENTIFICAZIONE FINANZIARIA.PDF	968
ESTRATTO CONTO 31.12.2015.PDF	430
privacy.pdf	1644
soggetto di diritto.pdf	1194
Total Size	8359



P. Submission

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

P.1. Data Validation

Validation of compulsory fields and rules

P.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted

YES

Submission ID

1326542

Submission date (Brussels, Belgium Time)

2016-02-01 12:39:46

Hash code

E29AA84A6ACDE4C6

P.3. Alternative Submission Procedure

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

P.4. Submission Summary

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2016-02-01 12:39:46 (Brussels, Belgium Time)	E29AA84A6ACDE4C6	YES	Your submission was successful. Submission ID: 1326542

P.5. Form Printing

Print the entire form

Form hash code: E29AA84A6ACDE4C6

This form has been submitted on: 2016-02-01 12:39:46. Status: OK (1326542).

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