

Context

Main objective of the project	Exchange of Good Practices
Project Title	Students' Own Creativity In All Languages & Mindful Effective Democratic Internet Awareness
Project Acronym	S.O.C.I.A.L. & M.E.D.I.A.
Project Start Date (dd-mm-yyyy)	01-09-2019
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	31-08-2021
National Agency of the Applicant Organisation	DE03 Pädagogischer Austauschdienst der Kultusministerkonferenz, Nationale Agentur für EU-Programme im Schulbereich
Language used to fill in the form	English

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

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



Project Summary

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

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

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

The project called "S.O.C.I.A.L. & M.E.D.I.A." - in full words "Students' Own Creativity In All Languages & Mindful Effective Democratic Internet Awareness" - has been designed collaboratively by St.-Irmengard-Gymnasium, Germany and Collège du Fiumorbo, France. This German-French tandem has discovered its complementarity during several eTwinning projects carried out previously and being awarded quality labels.

The German school is a private secondary school exclusively for girls and has a clear need to enhance technical affinity with the girls and foster digitalization (the school's equipment is quite old-fashioned and parents are quite hesitant about their children's digital education because many of them lack knowledge about how to educate them within the family). Still, the school is doing quite well in teaching diplomacy and democratic participation. On the other hand the French school, as a mixed public secondary school, is well equipped with digital media and has become project school for tablet classes whereas the students' behavior needs improving to be called diplomatic. In addition the isolated position on an island makes it more difficult for these students to imagine different points of view and different professional careers.

Direct interaction (including voice, mimic, odor, gestures, postures etc that are mostly missing in eTwinning activities) and peer teaching in the Erasmus+ project "Social & Media" will allow the 13 to 15-year-old students of these schools to exchange their knowledge and practices. Thus the students will acquire a set of skills that empowers them to consider possible future careers other than before and to become autonomous (lifelong) learners who are able to face the challenges adulthood will bring to them. On the basis of already existing programs at their schools, the teachers will establish a vertical curriculum for this crucial period in a teenager's life when they need socialization with the adult world as well as with the digital world. This vertical curriculum will be tested in the participating schools and thus become transferable to other schools.

In addition to the German and the French school, IES Alyanub, Spain, and 12th High school of Acharnes, Greece, are partners in this project as they have also collaborated in eTwinning projects with the German and the French school. The Spanish school has already developed its own program which is called Project of Co-existence and which is very important because it offers a few sub-projects within itself. The sub-project of cybermanagers implies the creation of an awareness of the risks involved in the use of new technologies and tries to create a proactive attitude in the students towards life, giving them the suitable tools to act in a situation of risks. The Greek school has not yet created a similar program. Nevertheless it will offer the opportunity to implement and test the vertical curriculum to come without any hindering and fully benefit from the project as the students' families belong to the middle and lower/ working classes. There are also many unemployed parents, as well as many multimembered families.

While carrying out the project, the students as well as the teachers will do various activities (asynchronous collaborative ones, but also communicative synchronous ones) in the virtual world of the accompanying Twinspace on the eTwinning platform. This will be done while training shared



leadership between teachers, teachers and students and between the students themselves raising thus their democratic participation. During the LTT meetings in the real world, the main activities will be peer teaching (between the students, but also between the teachers) when it comes to ICT skills. They will also do collaborative activities that counterbalance the use of technical media in order to enhance their physical and mental health. The hosting families will be involved in some activities and will give their feedback in an evaluation dedicated to them.

Not only the hosting families, but more important the involved students and teachers will have their word to say in the evaluations. Some of these will be done after each LTT meeting so that the preparations for the following meeting can be adjusted. There will also be evaluations at a larger scale at mid-term and at the end of the project to make sure that the objectives have been achieved. While carrying out the project, the students will produce online magazines that will serve them as souvenir of the project and as means of dissemination among their peers. The teacher team will produce Newsletters in the five languages dedicated to local authorities, the press and the administration of the schools (principals, parents' association etc). The final product will be a vertical curriculum for a set of transversal skills that can be presented to teacher training staff in the different countries and will be available on the Erasmus+ Project Results Platform.

Participating Organisations

Please note that 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 (<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>)

Applicant Organisation

PIC	Legal name	Country
948288976	Erzbischöfliches St. Irmengard-Gymnasium	Germany

Partner Organisations

No	PIC	Legal name	Country
1	941249201	COLLEGE FIUMORBO	France
2	949174101	IES ALYANUB	Spain
3	944978172	12th Gymnasium Acharnon	Greece

Project Budget Summary

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

Note on budget capping: According to the Programme Guide, the project budget for School Exchange Partnerships is limited to 16 500 EUR per school and per year of project duration (Special Needs Support and Exceptional Costs for Expensive Travel do not count for this cap). For your project, the current budget cap is 132,000 EUR. Please note that this cap applies to the partnership as a whole, while there is no limitation on how these funds can be divided between the schools participating in the project.

Budget Items	Grant
Project Management and Implementation	30000.00 EUR
Learning, Teaching, Training Activities	81063.00 EUR
Total Grant	111063.00 EUR

Learning, Teaching, Training Activities

ID	Activity Type	Travel Grant	Grant for Exceptional Costs for Expensive Travel	Individual Support Grant	Linguistic Support Grant	Grant
C1	Short-term exchanges of groups of pupils	7425.00 EUR	0.00 EUR	11124.00 EUR	0.00 EUR	18549.00 EUR
C2	Short-term exchanges of groups of pupils	7425.00 EUR	0.00 EUR	11124.00 EUR	0.00 EUR	18549.00 EUR
C3	Short-term exchanges of groups of pupils	8190.00 EUR	0.00 EUR	11124.00 EUR	0.00 EUR	19314.00 EUR
C4	Short-term exchanges of groups of pupils	8190.00 EUR	0.00 EUR	11124.00 EUR	0.00 EUR	19314.00 EUR
C5	Short-term joint staff training events	2475.00 EUR	0.00 EUR	2862.00 EUR	0.00 EUR	5337.00 EUR
Total		33705.00 EUR	0.00 EUR	47358.00 EUR	0.00 EUR	81063.00 EUR

Budget per Participating Organisation

Organisation	Country of Organisation	Grant
Erzbischöfliches St. Irmengard-Gymnasium (948288976)	Germany	30549.00 EUR
COLLEGE FIUMORBO (941249201)	France	26328.00 EUR
IES ALYANUB (949174101)	Spain	27093.00 EUR
12th Gymnasium Acharnon (944978172)	Greece	27093.00 EUR

Erzbischöfliches St. Irmengard-Gymnasium

Budget Items	Grant
Project Management and Implementation	12000.00 EUR
Learning, Teaching, Training Activities	18549.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	30549.00 EUR

COLLEGE FIUMORBO

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	20328.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	26328.00 EUR

IES ALYANUB

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	21093.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	27093.00 EUR

12th Gymnasium Acharnon

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	21093.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs	0.00 EUR
Total	27093.00 EUR



Timetable

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

Id	Activity Type	Starting Period	Description
C5	Short-term joint staff training events	09-2019	First real meeting
P1	Other Project Events	09-2019	<p>Before starting the first LTT, the team of teachers will create a Twinspace dedicated to the Erasmus+ project. In September the teachers and their colleagues who are not travelling to the meetings will start activities on the Twinspace and introduce the pupils to the different parts of the Twinspace. In particular, they will get to know Netiquette rules, the teachers and the students will get tasks to train with different ICT tools and prepare the first presentations of their school and region. Those who haven't been in contact before in a former project will get to know each other and there will be a first papery contact between the pupils.</p>
C1	Short-term exchanges of groups of pupils	10-2019	Getting started
P2	Other Project Events	11-2019	<p>Between the first LTT and the next, there will be time to finish any activity that might be left from the meeting, especially the online magazine as its creation usually takes more time than will be possible during the meeting. Immediately after the meeting there'll be the first evaluation among the pupils, among the host families and among the teachers. This will possibly lead to adjustments for the next LTT. Additionally, the pupils will create a HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS (Greetings and food) in the form of an ebook so that it can be published and spread more widely. It will also contain Christmas greetings, Christmas traditions and food, songs etc. The pupils will also send papery greetings to their partners.</p> <p>After Christmas and still before the next meeting, the students will have another papery contact, this time for Valentine's. They will also create a second HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS (sports and music) and their presentations.</p>
C2	Short-term exchanges of groups of pupils	04-2020	On the way to virtual reality
P3	Other Project Events	05-2020	Immediately after the meeting there'll be the next evaluation among the pupils, among the host

families and among the teachers. This will possibly lead to adjustments for the next LTT. Between the second LTT and the next, there will be time to finish any activity that might be left from the meeting, especially the online magazine as its creation usually takes more time than will be possible during the meeting. Additionally, the pupils will create a HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS (Debating: expressing wishes and suggestions) in the form of an ebook so that it can be published and spread more widely. There will be an evaluation of the first year in the Erasmus+ project among pupils, parents and teachers.

The teachers will also need time to write the half-time report on the project - if wanted in collaboration.

P4	Other Project Events	09-2020	At the beginning of the second school year, time will be quite short. So this period is dedicated to the preparations for the next LTT: preparing the presentations and renewing the contacts between the pupils (in papery form and virtually).
C4	Short-term exchanges of groups of pupils	10-2020	Democracy across ages
P5	Other Project Events	11-2020	Immediately after the meeting there'll be the next evaluation among the pupils, among the host families and among the teachers. This will possibly lead to adjustments for the next LTT. Between the third LTT and the next, there will be time to finish any activity that might be left from the meeting, especially the online magazine as its creation usually takes more time than will be possible during the meeting. Additionally, the pupils will create a HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS (expressions of hobbies and arts) in the form of an ebook so that it can be published and spread more widely. There will again be activities connected to Christmas and Valentine's, as well as celebrating the Internet safety day - 6th February - together.
C3	Short-term exchanges of groups of pupils	04-2021	Let's become cybermanagers
P6	Other Project Events	05-2021	Immediately after the meeting there'll be the next evaluation among the pupils, among the host families and among the teachers. This will help to write the final report.

There will be time to finish any activity that might be left from the meeting, especially the online magazine as its creation usually takes more time than will be possible during the meeting. Additionally, the pupils will create a HANDBOOK OF LANGUAGE SURVIVAL FOR EUROPEAN CITIZENS (expressions of digital media and esafety) in the form of an ebook so that it can be published and spread more widely. The teachers will write the final report for the project - if wanted in collaboration.

P7 Other Project Events 05-2021

The final activity of the project will be a meeting of the contact persons and possibly one more teacher per school in order to discuss the final report and to finalize the vertical curriculum for ICT education connected to social media. This meeting will be held at the German school which is easily accessible and in a geographically central position.



Participating Organisations

Applicant Organisation

PIC	948288976
Legal name	Erzbischöfliches St. Irmengard-Gymnasium
Legal name (national language)	Erzbischöfliches St. Irmengard-Gymnasium
National ID (if applicable)	0098
Department (if applicable)	
Acronym	
Address	Hauptstraße 45
Country	Germany
P.O. Box	
Postal Code	82467
CEDEX	
City	Garmisch-Partenkirchen
Website	web.irmengardschule.de
Email	gym@irmengardschule.de
Telephone	+4988219430332
Fax	+4988219430338

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	OStD
Gender	Male
First Name	Otmar
Family Name	Würl
Department	
Position	Principal
Email	gym@irmengardschule.de
Telephone	+4988219430332
Preferred Contact	
If the address is different from the one of the organisation	Yes
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Country	Germany
P.O. Box	
Postal Code	82467
CEDEX	
City	Garmisch-Partenkirchen

Contact Person

Title	
Gender	Female
First Name	Christiane
Family Name	Eichel
Department	
Position	Project Coordinator



Email	Lancelot24847@aol.com
Telephone	+4988517271
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	Bahnhofstraße 9-11
Country	Germany
P.O. Box	
Postal Code	82467
CEDEX	
City	Garmisch-Partenkirchen

Background and Experience

Please briefly present the school and include the following information:

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

The St.-Irmengard-Gymnasium is a catholic secondary school for girls, which is situated in an agricultural area (mostly milk producing farms) and the mountainous region also lives on tourism (winter sports and trekking). The school has about 520 pupils and 60 teachers. Most pupils are catholic although there are also some protestant and muslim pupils. The students start in year 5 at the age of 10 years and leave school at the end of year 12 at the age of 18 years. Our students come from all social classes although most of them belong to middle class families living in an area of about 30 kilometres around the school. The students' main focus is on music, languages and social topics. Additionally, the pupils can choose training in winter sports (e.g. downhill skiing, cross country skiing, biathlon, ice-skating etc.) as we are a partner school of the DSV. There are regular exchanges with our twin school in France (since 1971) and Spain (since 2016). Additionally, the pupils can take the DELF examination at our school as we are a certified examination centre. As a catholic school we are involved in different charity activities that are organized regularly. Alongside these social activities we have regular cultural events, such as representations of our different drama groups (one of them working in English), modern dance group, our choir and orchestra. Our pupils are used to „Zfu“, which is an inner-class activity where they learn to discuss problems and find a democratic way to solve them. They also take regularly part in „Jugend debattiert“, which is a debating contest between different schools. Our teachers can choose to ask the pupils for a feedback about the work done in class, so our teachers and pupils are used to a rather open contact. Herein lies our main contribution to the project. Our school was founded in 1930 and most parts of the building are rather old-fashioned. It has been decided to „update“ the building and the equipment so that we are looking forward to getting modern media like whiteboards in the classrooms. It'll be interesting to see modern equipment at work in our partner schools, which is the main topic where we can profit from the Erasmus+ project. The contact person, Christiane Eichel, is a teacher with more than twenty-five years of professional experience, teaching English and French, responsible for the regular exchange with our French partner school and is head of the French department. Lately she has been involved in several eTwinning projects and won four national (and three European) quality labels. Ms. Eichel also is the school's coordinating person for the KA201 project. The second teacher, Michael Hein, has been responsible for running the KA219 project at our school. He teaches German, history and social studies and is one of the school's coordinators for the „Jugend debattiert“ contest.

Does this school have a valid eTwinning school label?

Yes

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here:

<https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm>

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

Yes

Please indicate:

EU Programme

Schulpartnerschaften

Year

2017

Project Identification or Contract Number

2017-1-DK01-KA219-034256_5

Applicant/Beneficiary Name	St.-Irmengard-Gymnasium
EU Programme	Strategische Partnerschaften
Year	2017
Project Identification or Contract Number	2017-1-SE01-KA201-034550
Applicant/Beneficiary Name	Gymnasieskolan Spyken

Partner Organisations

COLLEGE FIUMORBO

PIC	941249201
Legal name	COLLEGE FIUMORBO
Legal name (national language)	COLLEGE FIUMORBO
National ID (if applicable)	192 020 865
Department (if applicable)	
Acronym	
Address	ROUTE DE LA MER
Country	France
P.O. Box	BP 808
Postal Code	20243
CEDEX	
City	PRUNELLI DI FIUMORBO
Website	
Email	
Telephone	+33495560518
Fax	+330495563640

Profile

Type of Organisation

School/Institute/Educational centre – Vocational Training (secondary level)

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Associated Persons

Legal Representative

Title

Gender

Female

First Name

Josiane

Family Name

Poggi-Raffali

Department

Position

Headmaster

Email

Josiane.poggi@ac-corse.fr

Telephone

+33495560518

Preferred Contact

If the address is different from the one of the organisation

No

Address

ROUTE DE LA MER

Country

France

P.O. Box

BP 808

Postal Code

20243

CEDEX

City

PRUNELLI DI FIUMORBO

Contact Person



Title	
Gender	Female
First Name	Brigitte
Family Name	Collomb
Department	
Position	Teacher
Email	Brigitte.collomb@orange.fr
Telephone	+33609568684
Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	ROUTE DE LA MER
Country	France
P.O. Box	BP 808
Postal Code	20243
CEDEX	
City	PRUNELLI DI FIUMORBO

Background and Experience

Please briefly present the school and include the following information:

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



Collège du Fium'Orbo is a rural secondary school with children from different social and economic backgrounds. Our school is a traditional "collège" with about 800 pupils aged from 11 to 15. Our school is classified as REP: Priority Education Networks: (schools faced with a high degree of academic difficulty.) Children are offered help with homework and classes, sporting activities, artistic and cultural activities thanks to workshops. As we live on an island, it is not easy for our students to imagine themselves as European citizens. Even if it's a tourist place, numerous pupils have never left Corsica and most of them have never been abroad. We are an experimental digital school which uses a cloud-based learning platform for teachers, students, administration staff and parents. We have digital teaching equipment, and regular training courses. Students have Digital Citizenship and Safety Courses too. We are Etwinning School and we organize regular trips in Europe. The contact person, Brigitte Collomb, has been teaching English for more than 25 years, is head of the English staff, Cambridge English Examiner; is in her school council. She has been involved in the CARDIE in English teaching improvement research for more than 6 years, validated 3 MOOCs: "Flipped Classroom in the digital era." "Teaching languages and organizing training courses in the digital era" and "News & Media education in the digital era." She is an ErasmusPlus developpeur, is qualified to organize theatre workshops, has already organized different school trips from program writing to activities abroad. She has been in charge of organizing special day activities in her school. She created and administrates her online learning platform: <http://www.bridgets-english-pages.com/topic/index.html> Other teachers will participate too, especially a music teacher who is a professional singer, involved in local associations and authorities to preserve our environment, cultural heritage and traditions, in the Media Workshop with the Webradio and webzine and in the school council; he has organized several school trips for commemorative purpose and he organizes actions to make our school environmentally friendly; a math and physics teacher who is specialized in well-being, meditation, theatre, charities, coding, AI and research projects. There will be an active art teacher too. We want to continue opening our school on Europe so that students may choose more ambitious careers and be more motivated at school. We hope they will be able to go and study abroad later or even undergo training courses and bring new ideas of trades to develop Corsica. The teachers want to develop new skills observing, sharing; skills to disseminate in our etwinning school and in other schools. Brigitte Collomb plans to use this project for her research work for the CARDIE and to make students sense their European identity.

Does this school have a valid eTwinning school label?

Yes

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here:

<https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm>

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

No

IES ALYANUB

PIC

949174101

Legal name

IES ALYANUB



Legal name (national language)	IES ALYANUB
National ID (if applicable)	04004437
Department (if applicable)	
Acronym	
Address	Mayor, 58
Country	Spain
P.O. Box	
Postal Code	04620
CEDEX	
City	Vera, Almería
Website	www.iesalyanub.es
Email	
Telephone	+34950390159, +34950451962
Fax	+34950451962

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	
Gender	Male
First Name	Juan Ángel Soler Núñez



Family Name	Soler Núñez
Department	
Position	principal
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Telephone	+34950390159
Preferred Contact	
If the address is different from the one of the organisation	No
Address	Mayor, 58
Country	Spain
P.O. Box	
Postal Code	04620
CEDEX	
City	Vera, Almería

Contact Person

Title	
Gender	Female
First Name	Isabel
Family Name	Martínez
Department	
Position	Teacher, project coordinator
Email	ismasa@live.com
Telephone	+34635288707
Preferred Contact	Yes
If the address is different from the one of the organisation	No



Address	Mayor, 58
Country	Spain
P.O. Box	
Postal Code	04620
CEDEX	
City	Vera, Almería

Background and Experience

Please briefly present the school and include the following information:

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

IES Alyanub is a high school located in the South of Spain, in the Province of Almería. Most of the people here live of the agricultural produce of the land, fishing and services, mainly related to tourism, so the students belong mainly to the low - medium social classes. The curriculum offered in our school is the curriculum established by the central government, so we have students from 11 to 18 years old. Education is divided in compulsory education (years 1st, 2nd, 3rd and 4th ESO) and postcompulsory education, Bachillerato (1st and 2nd year). At the end of 2nd Bachillerato, students have to take national exams, which will allow them to go to University, depending on the mark they get. Students have to pass all the subjects to go onto the following year, although they can sometimes fail two subjects and still get promoted. For the students who have learning problems, our school offers an afterschool program to help revising and doing homework. Besides compulsory education, our school also offers Higher Level Training Cycles (CFGs) (in finances, kindergarden training,...) and Lower Level Training Cycles (in Mechanichs, cookery, electricity, business studies) so you can find mature students in these classes. In total there are 900 students and 87 teachers. There are a lot of Projects going on in our school, which could be of importance for our Erasmus+ Project, one of them being the bilingual project. In all our compulsory and postcompulsory education, several subjects are partially taught in English. The bilingual subjects are : Science, Geography-History, Maths, Physical Education, Business and Philosophy. The teacher Isabel Martinez is the coordinator of this Project. There is a Project of co-existence at school, which is very important and offers a few sub-projects within itself: "School conflict mediators", "Cybermanagers" (risk prevention), Sex Equity , Peace Project ... The Project of cybermanagers implies the creation of an awareness of the risks involved in the use of new technologies and tries to create a proactive attitude in the students towards life, giving them the suitable tools to act in a situation of risks. Other important projects are "The Plan of Quality AENOR", "the Plan of Environmental Policy and management, also from AENOR" and "The Motivation and Development Program", which focuses on gifted youth. We are involved in two school exchanges: One with a school in Germany (Frankfurt) and one with a school in the borders of Scotland (Duns). The eTwinning Projects that we have done are mostly related to these exchanges. We also plan a trip to Rome and a trip to Paris on a two-year basis. The five schools in our town (two high schools and 3 schools) are involved in a Townhall Project : the Youth Council , which explains about the politics of the country and how laws are passed. Students have travelled to Cadiz, Madrid, Seville and in the future will travel to Brussels to understand how the different parliaments work.

Does this school have a valid eTwinning school label?

No

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here:

<https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm>

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

Yes

Please indicate:

EU Programme

Erasmus+

Year

2017

Project Identification or Contract Number	2017-1-ESO1-KA103-035308
Applicant/Beneficiary Name	IES ALYANUB

12th Gymnasium Acharnon

PIC	944978172
Legal name	12th Gymnasium Acharnon
Legal name (national language)	12ο Γυμνάσιο Αχαρνών
National ID (if applicable)	1032
Department (if applicable)	
Acronym	
Address	V. Patoulidou 2 & Pirrou Dima
Country	Greece
P.O. Box	13677
Postal Code	13677
CEDEX	
City	Acharnes
Website	http://12gym-acharn.att.sch.gr
Email	mail@12gym-acharn.att.sch.gr
Telephone	+302102477250
Fax	+302102477250

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	
Gender	Female
First Name	Marianthi
Family Name	Platsi
Department	
Position	Principal
Email	mail@12gym-acharn.att.sch.gr
Telephone	+302102477250
Preferred Contact	
If the address is different from the one of the organisation	Yes
Address	V. Patoulidou 2 & Pirrou Dima
Country	Greece
P.O. Box	13677
Postal Code	13677
CEDEX	
City	Acharnes

Contact Person

Title	
Gender	Female
First Name	Eftihia
Family Name	Chroni
Department	



Position	Teacher
Email	efchro@gmail.com
Telephone	+306947277387
Preferred Contact	Yes
If the address is different from the one of the organisation	Yes
Address	2 V. Patoulidou Str. & P. Dima
Country	Greece
P.O. Box	
Postal Code	13677
CEDEX	
City	Acharnes

Background and Experience

Please briefly present the school and include the following information:

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

The 12th High school of Acharnes, situated in the district of the Olympic Village of Acharnes Suburb, in the north of Athens. It was founded in 2006, two years after the Olympic Games were hosted in Athens, when the Olympic Village was turned into a residential area. The 350 students are aged from 12 to 15. Their families belong to the middle and lower/ working classes. There are also many unemployed parents or multimembered families, all of them residing at the Olympic village. The school is public and follows the National Curriculum which is compulsory. Students have to pass exams at the end of each year in order to attend the following one. All subjects are taught in Greek and students take English as a foreign language and French or German as a second one. There are 30 permanent teachers and 5 deputies on the field of education of students with learning difficulties. The school is equipped with interactive whiteboards, a computer lab, a science lab and other facilities. The primary concern of the school's teachers is to motivate students to develop interests beyond the Olympic Village, to broaden their mind and stimulate them to become active citizens. This is why teachers opt for participating in European programmes. The students are interested in participating in activities beyond the teaching routine: environmental groups, cultural teams like theatre, dancing, filming, photography, literature, physics, chemistry and e-Twinning, in which our school has won several European prizes and the school label. The school has also participated in 3 Erasmus+ projects. It is our deep goal as teachers to inquire for innovative actions and to exchange good practices with our colleagues. We strongly believe that participating in European collective projects will allow our students to develop their communication skills and perceive Europe as they'll exchange ideas and information from different cultural background, and be imbued with diverse customs and traditions. Our teachers want to turn the school environment into a fertile soil for collaboration among our students and foreign ones. We assess that this program will also help to reduce the drop - out rate, as it will make students feel content in a creative environment and be productive so as to be stimulated to be active parts of the school community. Our goal is that the 12th high school of Acharnes' students become active citizens, do engage in collective activities and develop democratic thought and social awareness. The contact person, Eftichia Chroni, has been an English teacher for more than twenty-five years, more than ten years at our school, and has participated in all the school's Erasmus+ projects, a fact that entitles her to a deep knowledge of the school's weaknesses and potential. She has been involved in many eTwinning projects and is the second contact person of the actual Erasmus+ project. Many colleagues in the school will be involved in the project, among them Ms Katerina Kehagia.

Does this school have a valid eTwinning school label?

Yes

Various labels exist for successful eTwinning projects and schools. Before answering this question, please make sure that you are familiar with the concept of the eTwinning school label. You can find more information about the eTwinning school label here:

<https://www.etwinning.net/en/pub/highlights/the-etwinning-school-label---.htm>

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

Yes

Please indicate:

EU Programme

Erasmus+

Year

2017

Project Identification or Contract Number

2017-1-SK01-KA219-035392

Applicant/Beneficiary Name

Zakladna skola, Wolkerova v Bardejove

EU Programme

Erasmus+

Year

2017

Project Identification or Contract Number

2017-1-FR01-KA219-037204_2

Applicant/Beneficiary Name

College de Begon, Blois France



Project Description

Priorities and Topics

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

HORIZONTAL: Open education and innovative practices in a digital era

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

SCHOOL EDUCATION: Promoting a comprehensive approach to language teaching and learning

SCHOOL EDUCATION: Tackling early school leaving and disadvantage

Please select up to three topics addressed by your project.

ICT - new technologies - digital competences

Intercultural/intergenerational education and (lifelong) learning

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

Description

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

The millennial generation has a higher risk of burnout - due to an abundant use of digital (social) media - and of encountering undesirable effects of digital media produced by undemocratic elements of human society. The project aims at encouraging students to use digital media in a reasonable way and to teach them how to protect themselves against misleading demagogic influences. Thus the students learn how to develop an awareness of good practices concerning the media and methods to enhance their own well-being alongside the use of social media.

Our project is entitled SOCIAL & MEDIA for "Students' Own Creativity In All Languages & Mindful Effective Democratic Internet Awareness". We intend to create a vertical curriculum for the following topics: 1- citizenship, 2 - professional future, 3 - arts and culture, 4 - health, 5 - authenticity. The students will peacefully overcome pubertal maturation, they will learn how to use their mind at their best potential, how to be mindful and empowered adults with a full range of soft skills. This vertical curriculum will in fact be cross-curricular as it enhances these topics and, at the same time, the use of the English language. The different groups will have to get aware that they won't start the vertical curriculum at the same level, some will be in advance whereas others will have to catch up or will need some more help in some topics. So the final goal will be a harmonization of skills and competences.

At the end of this project the students will have acquired a meaningful idea of what being a European citizen represents thanks to harmonization of our values and communication in a common foreign language. We intend the students to take part in most of the decisions while carrying out the project to enhance their sense of democratic participation.

As the soft skills need real life training across borders to overcome cultural diversity within the European Union, funding the project will help to build up confidence and trust thanks to the values shared in real life. Communication over long distances can be achieved with the help of modern media in the adult world, but students on the threshold of adulthood still need eye contact in real life to build up confidence in their own personality and trust in foreigners, as gestures, mimic and body postures are essential elements of communication. Values tend to be abstract concepts for young people, so they still need concretisation to apply these values in real life.

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?

As main objectives we intend to develop a vertical curriculum which could help us imagine balanced activities for our project. Students will experience a new teaching method between and during the mobilities based on real life cross-curricular activities. It will be hybrid teaching for the participants of the mobilities and the long-distance learners at home. We would like to achieve profound knowledge of ICT tools that are useful for communication and collaboration as well as creative ways of communication outside ICT. ICT tools can be helpful for communication over distances in order to plan the LTT meetings. The second important means of successful communication is the use of a common language, which in our case will be English. The students will benefit from innovative cross-curricular language teaching as well as peer teaching and flipped classroom. We will enhance shared leadership, gender equity, promote collective intelligence and explore a new time and place management. We intend to value a new way of thinking using neuroplasticity to develop creativity; autonomy, innovation and mindfulness.

The students will learn the importance of values and moral to use the brain at their best potential. We intend to create strong cognitive, affective and social links so that the students truly become European citizens.

Teachers and kids will develop an awareness of good practices concerning the media and the need of grateful activities to enhance their own well-being. Students will be taught how to tend to harmony alone and with the others thanks to PBL, different languages, mindfulness, gratitude, Arts, sciences... We will tend to lessen the generation gap between kids and adults to give full sense to collaborative intelligence, cultural heritage. Another goal will be to enhance the use of languages in social activities and design thinking process.

As results we plan to produce videos of different activities performed to enhance democratic interaction among the students such as debates, theatrical performances, dancing performances, vocal performances (i.e. in all languages). These activities will allow to illustrate abstract notions such as collaboration, balanced lifestyle, different angles of view and points of view. The students will also produce online magazines for each LTT, for themselves as souvenirs and for others to share. As the working language will be English, which is a foreign language for all participants, the activities will require cross-curricular activities from the teachers. This is where we meet the priority of open education and innovative practices. ICT will also play an important part in coordinating, carrying out and disseminating the project.

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

In previous and ongoing eTwinning projects a number of ICT tools have been tested for communication and collaboration. The range of these tools will be broadened and thoroughly tested, too.

The mobilities will be organized according to our vertical curriculum so that each mobility will contain a new step towards achievement in each topic, e.g. in the welcome ceremony the students will train their citizenship and their cultural understanding. They will train their personal authenticity when belonging to this group of chosen students amidst a majority of strangers. Collaborative activities will show them the importance of inclusion. This is where LTT meetings are needed so that the students can get an insight into each other's cultural background, interact directly and thus establish a valuable contact that leads to a deep understanding of differences and similarities between the students. Artistic activities will show that the creation of beautiful objects or performances allow human beings to find a balance in their life. Peer teaching will allow the students to develop personal competences that will help them to consider other professional careers than in their normal school environment. The students will learn to manage shared leadership, critical thinking, decision making, diplomacy.

The fact that the students find themselves in a different environment than usual, they will experience a more balanced lifestyle due to the fact that their sleeping rhythm, nutrition, use of modern media can be controlled thanks to an agreement with the students and the hosting families. This will be part of the vertical curriculum on the topic of health.

They will also experience immersion in a foreign language environment. Direct interaction with peers – even in a foreign language – has a motivating effect on the learners to persevere in their learning. The activities are also designed in a way that the students can compare and enhance different strategies of learning according to individual learning styles. Thus they are more likely to keep learning even after leaving school.

Time management during the LTTs will also allow that the students have time to relax, to have fun and play with their partners and to take part in their partner's family life.

The important events at the meeting will be filmed and put on the Twinspace so that the students who stay at home will get information about the meeting and can participate in tasks of flipped classroom or of hybrid teaching.

eTwinning and Erasmus+ platforms

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

A Twinspace dedicated to the project has been opened and will be kept during the full period of the project. Thus, communication about all parts of the project is being assured, video conferences allowing detailed information of the partners have been held to prepare the application and will be continued alongside the different steps of the project. The forums allow easy asynchronous communication while providing sufficiently effective online safety. In the pages any information can easily be structured and shared. They also allow to embed collaborative tools for teamwork, brainstorming, decision making and voting. Assessment, feedback and surveys are further possibilities to use the pages in the Twinspace. Shared lessons and peer teaching will allow to create a flipped classroom.

The Twinspace works in the same way as any social network, but is a secured space that allows the students to train their communication and gain experience in using the media without fearing negative consequences. So they can find all the help and support they need for their learning. Such an Internet platform represents a lower obstacle to get the parents' permission for the participation of their children in the project.

The eTwinning platform has been used to find the partners for this project. Furthermore it is useful for further professional development and might be interesting when it is comes to teaching other interested teachers the methods used in this project as it offers a platform for professional development.

For this project the School Education Gateway is not a useful platform, as it suggests professional development courses, but it might be interesting for disseminating the project's results.

On the Erasmus+ Project Results Platform, interesting and inspiring projects can be found and we intend to integrate this platform as a success story.

We will also be active on ePale all along the project to get inspired, to reflect on interesting methods and to complete our vision of the topics in our project.

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

There has been a long cooperation going on between the German school and the French school in various eTwinning projects: Show me your world, tell me about your dreams – ID 99269, European reporters: new ideas for a new Europe – ID 116706, Teenagers in Europe – together we write our own magazine – ID 153417. All of these three projects have been awarded national quality labels, the latter two also got European labels. The French school has cooperated with the Spanish and the Greek school in „Challenge your brain and your heart“ – ID 154599. All the schools involved in this Erasmus+ project have collaborated in „The Big Surprise – European Day of Languages“ – ID 176245 and are collaborating in „Grateful heart - happy life“ – ID 183531.

This last project is the basis for the Erasmus+ project and was founded in order to prepare the Erasmus+ application.

While cooperating in these projects, we have already worked on most of the topics that are relevant in this Erasmus+ project: Show me your world - a project on cultural diversity and traditions, European reporters - online magazines on topics related to the UNESCO, Teenagers in Europe - different forms of writing, cultural heritage and citizenship, Challenge your brain - art and culture, citizenship and soft skills, The Big Surprise - multilingualism and being ambassadors (citizenship) as well as balanced collaborative activities for students and teachers and feedback about English teaching or learning, Grateful heart - positive affection as a powerful learning strategy.

The Twinspace dedicated to the Erasmus+ project will be the core of the long-distance communication, project management, dissemination of project results and the link with other indirect actors of the project with the help of visitor accounts.

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

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

Brigitte Collomb is an etwinning ambassador and organizes regular training workshops, seminars, online webinars, she is a QL evaluator for etwinning France, has participated in a multilateral seminar in Poland and a PDW in Bristol. She has been granted various etwinning European Labels.

She has developed etwinning program in Corsica, now she would like to take advantage of this project to create Erasmus training courses and information days in schools and university all over Corsica. This project will be a means to promote and disseminate the positiveness of Erasmus for her island and beyond it.

The only school in our partnership that has not got the eTwinning school label at the moment is the Spanish school and we are planning to use peer teaching between Brigitte Collomb and Isabel Martinez, the coordinating person at the Spanish school to help our partner school to acquire this prestigious label. Furthermore we are planning activities (e.g. for the Safer Internet Day) to develop eTwinning skills among the colleagues at our schools.



Participants

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

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

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

The main actors will be the students, aged 13 (at the beginning) to 15 (at the end of the project), that are taking part in the mobilities as the ambassadors of their schools and regions. They will be selected from the classes that are participating in the ongoing Twinspace project "Grateful heart, happy life" and that have shown an increased need of improvement in the fields of ICT literacy or diplomacy etc. The students in these classes will take turns at traveling to the different LTTs. In return they will inform their classmates about the country they visited and the conditions of living there.

They will be supported by teachers who participate in the training with digital tools, in order to learn about how to use them successfully in lessons, and in the other activities during the meetings in the different countries. The teachers also ensure the organizational part of the project. All four contact persons of the participating schools speak at least two foreign languages and can thus serve as role models for the students who will experience multilingualism in action.

Before the LTT meetings the hosting parents will receive information about the project and about what they can contribute to the good ongoing of the project.

In the different schools, the other students in the classes will take part in the eTwinning activities and are asked to give feedback on the information given by their ambassadors. As there are not only language learning activities, teachers for other subjects will support the meetings as well as the activities between the meetings.

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.

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Applicant Organisation	500.00 EUR	1	12000.00 EUR
Partner Organisation	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 project implementation.

The German school will be coordinating the project activities and take care of the online magazines. The Greek school will have the task of evaluating the LTTs and the project as a whole. The French and the Spanish school will take care of dissemination and the Twinspace. These two tasks are given to two schools in collaboration as the Spanish school has the least experience in using the eTwinning platform in the team and is the one to become an eTwinning school, too.

As was mentioned before the teachers have known each other and have had an excellent collaboration and communication using mostly the Twinspace platform as well as personal emails and Facebook. This is going to continue during the project to organise every detail before each LTT takes place. The same is going to happen with the students who are going to communicate with their partners through the Twinspace platform. They are also going to get informed about the country to be visited and the conditions of living there. The students will be selected according to their contribution to the project and their need of socialization with foreign students.

Moreover, before the LTT meetings, the dates when the schools are open, transportation facilities, the possibilities offered by the schools, weather, clothing, and accommodation to a safe place will seriously be taken into consideration and given to the students in the Handbook of Language Survival.

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

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

The team of schools consists of eTwinning schools (with label and experiences from other Erasmus+ projects - Greece and Germany), an eTwinning school with the label, but without Erasmus+ experience (France) and a newcomer school without the label, but with some experiences in eTwinning projects (Spain) and an Erasmus+ project (KA1). This team has collaborated in various combinations in former eTwinning projects: European reporters - New ideas for a new Europe, Challenge your brain and your heart, Teenagers in Europe - United we write our own magazine, The Big Surprise. Each of these projects has won a quality label.

There has been a long cooperation going on between the German school and the French school in various eTwinning projects. The French school has cooperated with the Spanish and the Greek school in an eTwinning project last year and all schools have participated in one at the beginning of the current school year. Finally a new project has been created to further collaborate during the application phase and to have a sound basis for the future Erasmus+ project.

The German and the Greek school are taking part in Erasmus+ partnerships and will be the senior partners in the partnership and be offering advice and help in case of occurring problems. The French school has among its teachers an eTwinning ambassador and Erasmus+ developer and can help with administrative or organisational problems.

The French and the Spanish schools have not participated in Erasmus+ school partnerships so far although there are school exchange activities in France and Spain. These activities depend on volunteering students and teachers and on financial support from parents and the community. The Erasmus+ project would offer these schools the opportunity to involve less advantaged students to take part in the activities. As the coordinating teacher at the French school is an eTwinning ambassador, she'll tutor the teachers of the Spanish school for the activities on the Twinspace. Nevertheless, the intendant of the French school has sound knowledge of managing Erasmus projects as there have been some at his former school.

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?

As was mentioned before the teachers have known each other and have had an excellent collaboration and communication using mostly the Twinspace platform as well as personal emails and Facebook. This is going to continue during the project to organise every detail before each LTT takes place. The same is going to happen with the students who are going to communicate with their partners through the Twinspace platform. They are also going to get informed by their peers and with the help of videos about the country to be visited and the conditions of living there (Flipped classroom and peer teaching). This will help them to build up their own opinion to be checked out when meeting in real life.

The Twinspace will be the platform to prepare the mobilities as well as to train communication. We will take advantage of all the Twinspace tools for retroactive activities after each LTT such as sharing their experiences with their peers and getting aware of the positive and the negative aspects of their experience using critical thinking and discussing positive ideas for improving the activities during the next LTTs.

The participating classes at the different schools have been chosen according to their increased need and their willingness to accomplish the planned tasks and activities as well as their acceptance to comply to the restrictions they will be exposed to. The classes have previously taken part in eTwinning projects or are aware of the fact that they are part of an eTwinning school. Within the classes the students will be selected according to their complementarity concerning their cognitive, affective and social level so that everyone can benefit from each other. So for the first meeting the students who show the best adaptability to unusual situations will be chosen alongside more insecure students. Nevertheless the students will take turns in travelling to the meetings so that everyone will have the opportunity of meeting their peers.

With the help of previously exchanged letters, meetings on the Twinspace, collaborative tasks on the the Twinspace, the students will feel more secured when leaving their comfort zone. The hosting families will get a booklet with a number of fun tasks in order to include the students in their family life.

Moreover, before the LTT meeting, the dates when the schools are open, transportation facilities, the possibilities offered by the schools, weather, clothing, and accomodation to a safe place will seriously be taken into consideration and discussed among the participating and accompanying teachers. Furthermore this information will be part of the Handbook of Language Survival created during the project. The students will get more aware of safety aspects all along the duration of the project, esafety as well as physical safety.

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

ID	Activity Title	Leading Organisation	Activity Type	Starting Period	No. of Participants	No. of Accompanying Persons	Grant
C1	Getting started	COLLEGE FIUMORBO (941249201)	Short-term exchanges of groups of pupils	10-2019	21	6	18549.00 EUR
C2	On the way to virtual reality	Erzbischöfliches St. Irmengard-Gymnasium (948288976)	Short-term exchanges of groups of pupils	04-2020	21	6	18549.00 EUR
C3	Let's become cybermanagers	IES ALYANUB (949174101)	Short-term exchanges of groups of pupils	04-2021	21	6	19314.00 EUR
C4	Democracy across ages	12th Gymnasium Acharnon (944978172)	Short-term exchanges of groups of pupils	10-2020	21	6	19314.00 EUR
C5	First real meeting	Erzbischöfliches St. Irmengard-Gymnasium (948288976)	Short-term joint staff training events	09-2019	3	6	5337.00 EUR

Activity Details (C1)

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

Activity Title		
Getting started		
Leading Organisation		Participating Organisations
COLLEGE FIUMORBO		Erzbischöfliches St. Irmengard-Gymnasium IES ALYANUB 12th Gymnasium Acharnon
Starting Period	Duration (days)	Country of Venue
10-2019	6	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?

As we are living in a time of increasing digitalisation, it is more than ever important to teach the young students a mindful use of the digital media. In this activity, the students get to know forms of presentations (i.e. powerpoint), they will work collaboratively on an online magazine and they will use an online tool for the evaluation of the meeting. On the other hand they will also make real experiences when working together in arts workshops and doing a sports activity together.

The activities are chosen among those that are typical for the hosting school.

The meeting will start with a welcome ceremony, an ice-breaking activity and the school presentations. We want to leave the organisation of the ice-breaking activity to the local colleagues so that they can adapt the activity to their opportunities and means.

The first activity will be on collaborative brainstorming and to learn how to listen to each other, how to observe the others, how to distinguish the leaders and the followers. The students will also learn how to deal with a feedback that pushes them out of their comfortable zone without escaping to compensating strategies like looking at the mobile. The result will be common rules for Internet safety, respect for the people's privacy and what is appropriate to respect each other's feelings. These ideas will be part of the Handbook of Language Survival for European Citizens.

The students will integrate some normal classes at the hosting school so that the visiting students can understand the normal activities at the hosting school. They will observe the teachers and other students and try to understand them thanks to non-verbal communication and common knowledge. We will do an outdoor activity at the nearby beach where the students will collect natural objects to create a collaborative piece of art. While doing so some students will take the role of reporters taking photos and videos that will be discussed in the team. This activity will be followed by peer-teaching from live experience to journalism.

We want to integrate a sports activity, which will be dancing at this LTT. Sports is an important activity so that the students get back the feeling of their body and mind and still do it in international teams. Each group will come to this LTT with an example of national/regional dance to teach the others.

Another digital activity will be peer teaching among the colleagues and the students to work on how to use digital tools to create photos and videos. In a second place the students will be asked to create photos or videos to advertise the activities' results.

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

Yes

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

As was mentioned before the teachers have known each other and have had an excellent collaboration and communication using mostly the Twinspace platform as well as personal emails and Facebook. This is going to continue during the project to organise every detail before each LTT takes place. The same is going to happen with the students who are going to communicate with their partners through the Twinspace platform. They are also going to get informed about the country to be visited and the conditions of living there.

At the meeting an online magazine will be produced collaboratively that will inform the classmates at home about the meeting and will be published at the end of the meeting or shortly after it.

At the end of each or each second day there will be a collaborative activity on the Twinspace (e.g. in the journal or in the chatroom or in a live event / video conference) so that the students at home can interact with the students at the meeting. The benefit will be that the other students stay informed about the meeting and the travelling students have to reflect on the information that they want to give the students at home. The students can thus give a feedback on the activities at the meeting and promote the activities dedicated to hybrid teaching..

The ambassadors and the students at home stay in touch in order to create cohesion between the activities on the Twinspace, at the meeting and the following activities at home. The feedback from the students at home will help the students to evaluate their advertising for the activities at the meeting. Thus they will gain the real meaning of sharing, of what should be shared, of what should be kept private, of what is worth being shared etc. They will then conceive the meaning of social media and get an idea of how to use the social media in a useful way.

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

Taking part in the activity will raise the students' cultural awareness when it comes to meeting peers from different countries and to interact with them in collaborative activities.

This mobility will allow the students to get aware of what live collaboration implies thanks to concrete examples, e.g. the collaborative art work and the online magazine.

They will get trained to the importance of observing and listening to the others carefully so that they can understand the important parts of nonverbal and verbal communication in conversations mostly with non-native speakers. They will gain self-confidence and their empathy will rise when they realize that they can use a foreign language in a meaningful way.

The students will experience a different culture when staying in the hosting families and a set of fixed objectives (given as booklet to the hosting families) dedicated to improve their life-style and their school achievements.

They will learn how to integrate themselves in a group in a useful and active way. Some activities will illustrate a way of thinking and collaborative intelligence. They will learn how to share points of view in a positive way. This mobility will allow students to create the first strong links between our different countries. We want to show the students the importance of intra- and interlearning.

Their ICT skills will broaden in collaborative tasks and they will learn a balanced use of their camera and their eyes. The awareness for a healthy life-style will rise doing sports activities.

This LTT is fundamental as starting point for the other activities during the whole project. The students taking part in the activity will train the other students at home in collaborative flipped classroom activities. The teachers will learn about teaching methods in different countries and broaden their own methodologies.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Erzbischöfliches St. Irmengard-Gymnasium / Germany	500-1999 km	6	7	2	6183.00 EUR
2	IES ALYANUB / Spain	500-1999 km	6	7	2	6183.00 EUR
3	12th Gymnasium Acharnon / Greece	500-1999 km	6	7	2	6183.00 EUR

Group 1, Activity (C1 - Getting started)

Sending Organisation		Country of Venue
Erzbischöfliches St. Irmengard-Gymnasium / Germany		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant		3708.00 EUR	

Group 2, Activity (C1 - Getting started)

Sending Organisation		Country of Venue
IES ALYANUB / Spain		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Group 3, Activity (C1 - Getting started)

Sending Organisation		Country of Venue
12th Gymnasium Acharnon / Greece		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Activity Budget

Budget Items	Grant
Travel	7425.00 EUR
Individual Support	11124.00 EUR
Total Grant	18549.00 EUR

Activity Details (C2)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
On the way to virtual reality			
Leading Organisation		Participating Organisations	
Erzbischöfliches St. Irmengard-Gymnasium		COLLEGE FIUMORBO IES ALYANUB 12th Gymnasium Acharnon	
Starting Period	Duration (days)	Country of Venue	
04-2020	6	Germany	

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?

As we are living in a time of increasing digitalisation, it is more than ever important to teach the young students a mindful use of the digital media. In this activity, the students get to know different forms of presentations than before (i.e. Prezi or films), they will work collaboratively on an online magazine and they will use online tools for a collaborative activity and for the evaluation of the meeting. On the other hand they will also make real experiences when working together in arts workshops and doing a sports activity together.

The activities are chosen among those that are typical for the hosting school.

The meeting will start with an ice-breaking activity (e.g. a multilingual story to be designed collaboratively) and the school presentations within their school's team. We want to leave the organization of the ice-breaking activity to the local colleagues so that they can adapt the activity to the local opportunities and means.

The hosting school has a long tradition of discussing and organizing activities among the pupils - Zfu (= Zeit für uns). As it is a way to teach the pupils democratic interaction and decision making, this will be part of the activities at the meeting.

In an ICT workshop the students and teachers will learn about virtual reality and how to use it reasonably for teaching and learning. In order to counterbalance the time spent working on the computers, there will be a visit to the local wood carving school and a workshop about working with wood accordingly to local traditions. The students and teachers can spend their energy in a trekking trip in the mountains, where they also get the opportunity to reflect on nature and the interaction between nature and the human being.

These activities are mostly part of the normal activities of the hosting school, as there are days dedicated to trips in the surrounding nature and ICT lessons. The visiting schools are meant to get an idea about activities they haven't offered yet and that they might offer in the future.

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

Yes

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

As was mentioned before the teachers have known each other and have had an excellent collaboration and communication using mostly the Twinspace platform as well as personal emails and Facebook. This is going to continue during the project to organise every detail before each LTT takes place. The same is going to happen with the students who are going to communicate with their partners through the Twinspace platform. They are also going to get informed about the country to be visited and the conditions of living there.

At the meeting an online magazine will be produced collaboratively that will inform the classmates at home about the meeting and will be published at the end of the meeting or shortly after it.

At the end of each or each second day there will be a collaborative activity on the Twinspace (e.g. in the journal or in the chatroom or in a live event / video conference) so that the students at home can interact with the students at the meeting. The benefit will be that the other students stay informed about the meeting and the travelling students have to reflect on the information that they want to give the students at home. The students can thus give a feedback on the activities at the meeting and promote the activities of hybrid teaching.

The ambassadors and the students at home stay in touch in order to create cohesion between the activities on the Twinspace, at the meeting and the following activities at home. The feedback from the students at home will help the students to evaluate their advertising for the activities at the meeting. Thus they will gain the real meaning of sharing, of what should be shared, of what should be kept private, of what is worth being shared etc. They will then conceive the meaning of social media and get an idea of how to use the social media in a useful way.

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

Taking part in the activity will raise the students' cultural awareness when it comes to meeting peers from different countries and to interact with them in collaborative activities. They will gain self-confidence and their empathy will rise when they realize that they can use a foreign language in a meaningful way. Their ICT skills will broaden in collaborative tasks and the awareness for a healthy life-style will rise when doing sports activities. The activities are also chosen in order to have the students realize the meaning of being European citizens.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	COLLEGE FIUMORBO / France	500-1999 km	6	7	2	6183.00 EUR
2	IES ALYANUB / Spain	500-1999 km	6	7	2	6183.00 EUR
3	12th Gymnasium Acharnon / Greece	500-1999 km	6	7	2	6183.00 EUR

Group 1, Activity (C2 - On the way to virtual reality)

Sending Organisation		Country of Venue	
COLLEGE FIUMORBO / France		Germany	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons	
7	2	9	

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Group 2, Activity (C2 - On the way to virtual reality)

Sending Organisation	Country of Venue	
IES ALYANUB / Spain	Germany	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant		3708.00 EUR	

Group 3, Activity (C2 - On the way to virtual reality)

Sending Organisation		Country of Venue
12th Gymnasium Acharnon / Greece		Germany
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Activity Budget

Budget Items	Grant
Travel	7425.00 EUR
Individual Support	11124.00 EUR
Total Grant	18549.00 EUR

Activity Details (C3)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Let's become cybermanagers			
Leading Organisation		Participating Organisations	
IES ALYANUB		Erzbischöfliches St. Irmengard-Gymnasium COLLEGE FIUMORBO 12th Gymnasium Acharnon	
Starting Period	Duration (days)	Country of Venue	
04-2021	6	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?

As we are living in a time of increasing digitalisation, it is more than ever important to teach the young students a mindful use of the digital media. In this activity, the students get to know forms of presentations (i.e. powerpoint), they will work collaboratively on an online magazine and they will use an online tool for the evaluation of the meeting. On the other hand they will also make real experiences when working together in arts workshops and doing a sports activity together.

The activities are chosen among those that are typical for the hosting school.

The meeting will start with an ice-breaking activity and the school presentations. We want to leave the organisation of the ice-breaking activity to the local colleagues so that they can adapt the activity to their opportunities and means.

The host students by 2021 will have become cybermanagers themselves, so they will share information with the visiting students. After this first step, students will be shown videos about the dangers of the Internet and social medias. A period of reflexion will follow where students will be offered some prompts and they will discuss them in groups.

This week is intended to be a reflexion week, with activities centered in the student's inner identity. There will be a session of mindfulness for all students guided by our specialized teacher Maria Isabel Soriano, where students will turn to their inner self and learn how to relax.

In the same way, the Professional Tai-chi teacher Omeira will offer the students a session on the beach. Students will learn how important it is nowadays to relax.

On an another scale, sports is an important factor for students as a means of communication and interaction, so all the students will have a session of beach volley.

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

Yes

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

As was mentioned before the teachers have known each other and have had an excellent collaboration and communication using mostly the Twinspace platform as well as personal emails and Facebook. This is going to continue during the project to organise every detail before each LTT takes place. The same is going to happen with the students who are going to communicate with their partners through the Twinspace platform. They are also going to get informed about the country to be visited and the conditions of living there.

At the meeting an online magazine will be produced collaboratively that will inform the classmates at home about the meeting and will be published at the end of the meeting or shortly after it.

At the end of each or each second day there will be a collaborative activity on the Twinspace (e.g. in the journal or in the chatroom or in a live event / video conference) so that the students at home can interact with the students at the meeting. The benefit will be that the other students stay informed about the meeting and the travelling students have to reflect on the information that they want to give the students at home. The students can thus give a feedback on the activities at the meeting and on the promotional power of the travelling students.

The ambassadors and the students at home stay in touch in order to create cohesion between the activities on the Twinspace, at the meeting and the following activities at home. The feedback from the students at home will help the students to evaluate their advertising for the activities at the meeting. Thus they will gain the real meaning of sharing, of what should be shared, of what should be kept private, of what is worth being shared etc. They will then conceive the meaning of social media and get an idea of how to use the social media in a useful way.

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

Taking part in the activity will raise the students' cultural awareness when it comes to meeting peers from different countries and to interact with them in collaborative activities. They will gain self-confidence and their empathy will rise when they realize that they can use a foreign language in a meaningful way. Their ICT skills will broaden in collaborative tasks and the awareness for a healthy life-style will rise doing sports activities.

The activities will be both in the High school and outdoors. In the High school, students will be made aware of the dangers that new technologies involve. They will be asked to think about these dangers and how to get the necessary skills to avoid them. These sessions will be led in English by the team of Cybermanagers of our High School, and programmed by our specialized teacher Mari Angeles Moreno.

The outdoor activities involve a session of Tai-chi on the beach and a session of beach volley. Both will be very useful for the students in different ways. The Tai-chi session will help our student to learn how to control themselves, reduce stress and anxiety, so they will be ready to learn anything more actively. In the same way the session of Beach Volley will help them build better relationships and facilitate team work.

Other cultural activities will also be proposed during this week so the visiting students understand better the Spanish way of life and our character (visit of the Alhambra in Granada and visit to the Park Cabo de Gata in Almería).

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	Erzbischöfliches St. Irmengard-Gymnasium / Germany	500-1999 km	6	7	2	6183.00 EUR
2	COLLEGE FIUMORBO / France	500-1999 km	6	7	2	6183.00 EUR
3	12th Gymnasium Acharnon / Greece	2000-2999 km	6	7	2	6948.00 EUR

Group 1, Activity (C3 - Let's become cybermanagers)

Sending Organisation		Country of Venue
Erzbischöfliches St. Irmengard-Gymnasium / Germany		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Group 2, Activity (C3 - Let's become cybermanagers)

Sending Organisation	Country of Venue	
COLLEGE FIUMORBO / France	Spain	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Group 3, Activity (C3 - Let's become cybermanagers)

Sending Organisation		Country of Venue
12th Gymnasium Acharnon / Greece		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	9	360.00 EUR	3240.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Activity Budget

Budget Items	Grant
Travel	8190.00 EUR
Individual Support	11124.00 EUR
Total Grant	19314.00 EUR

Activity Details (C4)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Democracy across ages			
Leading Organisation		Participating Organisations	
12th Gymnasium Acharnon		Erzbischöfliches St. Irmengard-Gymnasium COLLEGE FIUMORBO IES ALYANUB	
Starting Period	Duration (days)	Country of Venue	
10-2020	6	Greece	

Description of the activity:

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

As we are living in a time of increasing digitalisation, it is more than ever important to teach the young students a mindful use of the digital media. In this activity, the students get to know forms of presentations (i.e. powerpoint), they will work collaboratively on an online magazine and they will use an online tool for the evaluation of the meeting. On the other hand they will also make real experiences when working together in arts workshops and doing a sports activity together.

The activities are chosen among those that are typical for the hosting school.

The meeting will start with an ice-breaking activity and the school presentations. We want to leave the organization of the ice-breaking activity to the local colleagues so that they can adapt the activity to their opportunities and means.

As Greece is the origin of our concept of democracy the students will visit together with their teachers Pnyx Hill at Athens (one of the earliest and most important sites in the creation of democracy) and practice their debating skills. In this activity, the students will practice peer teaching as well and thus train their critical thinking, their cultural awareness and raise their democratic awareness.

The Greek school has a lot of experience in gamification, so the teachers as well as the students will broaden and train their ICT skills in a playful way through peer teaching.

Greece is known for its ancient theatres, so the artistic part of the meeting will be a representation of a dramatic play in the remains of an ancient theatre performed by the students prepared collaboratively on the Twinspace during the time between the last LTT and the meeting in Greece.

The meeting will be concluded with the collaborative writing of an online magazine.

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

Yes

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

As was mentioned before the teachers have known each other and have had an excellent collaboration and communication using mostly the Twinspace platform as well as personal emails and Facebook. This is going to continue during the project to organise every detail before each LTT takes place. The same is going to happen with the students who are going to communicate with their partners through the Twinspace platform. They are also going to get informed about the country to be visited and the conditions of living there.

At the meeting an online magazine will be produced collaboratively that will inform the classmates at home about the meeting and will be published at the end of the meeting or shortly after it.

At the end of each or each second day there will be a collaborative activity on the Twinspace (e.g. in the journal or in the chatroom or in a live event / video conference) so that the students at home can interact with the students at the meeting. The benefit will be that the other students stay informed about the meeting and the travelling students have to reflect on the information that they want to give the students at home. The students can thus give a feedback on the activities at the meeting.

The ambassadors and the students at home stay in touch in order to create cohesion between the activities on the Twinspace, at the meeting and the following activities at home. The feedback from the students at home will help the students to evaluate their advertising for the activities at the meeting. Thus they will gain the real meaning of sharing, of what should be shared, of what should be kept private, of what is worth being shared etc. They will then conceive the meaning of social media and get an idea of how to use the social media in a useful and reasonable way.

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

Taking part in the activity will raise the students' cultural awareness when it comes to meeting peers from different countries and to interact with them in collaborative activities. They will gain self-confidence and their empathy will rise when they realize that they can use a foreign language in a meaningful way. Their ICT skills will broaden in collaborative tasks and the awareness for a healthy life-style will rise doing sports activities.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	COLLEGE FIUMORBO / France	500-1999 km		6	7	2 6183.00 EUR
2	Erzbischöfliches St. Irmengard-Gymnasium / Germany	500-1999 km		6	7	2 6183.00 EUR
3	IES ALYANUB / Spain	2000-2999 km		6	7	2 6948.00 EUR

Group 1, Activity (C4 - Democracy across ages)

Sending Organisation		Country of Venue	
COLLEGE FIUMORBO / France		Greece	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons	
7	2	9	

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Group 2, Activity (C4 - Democracy across ages)

Sending Organisation	Country of Venue	
Erzbischöfliches St. Irmengard-Gymnasium / Germany	Greece	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	9	275.00 EUR	2475.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant		3708.00 EUR	

Group 3, Activity (C4 - Democracy across ages)

Sending Organisation		Country of Venue
IES ALYANUB / Spain		Greece
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
7	2	9

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
2000-2999 km	9	360.00 EUR	3240.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
7	6	348.00 EUR	2436.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
2	6	636.00 EUR	1272.00 EUR
Total Individual Support Grant			3708.00 EUR

Activity Budget

Budget Items	Grant
Travel	8190.00 EUR
Individual Support	11124.00 EUR
Total Grant	19314.00 EUR

Activity Details (C5)

Field		Activity Type	
SCHOOLS		Short-term joint staff training events	
Activity Title			
First real meeting			
Leading Organisation		Participating Organisations	
Erzbischöfliches St. Irmengard-Gymnasium		COLLEGE FIUMORBO IES ALYANUB 12th Gymnasium Acharnon	
Starting Period	Duration (days)	Country of Venue	
09-2019	3	Germany	

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?

To start with, the teachers will update their own skills in ICT (possibly passing the ECDL), in designing an online magazine with Madmagz and in photo design with the help of competent people from inside and/or outside school. Teachers from the hosting school (Germany) will be invited to join this professional development activities. Thus a larger group of people can benefit from this meeting.

They will discuss and create a logbook for the hosting families where they explain the rules at the different schools and suggest possible activities while hosting a foreign student.

The teachers will also produce a presentation (flyer and/or video) where they explain the procedure, the goals and the expected results of the project. This material will be used to inform the students, their parents (in order to create confidence and trust), the school community as a whole and possibly local authorities and media.

A very important reason for this meeting will still be eye contact between the involved project partners in order to create a coherent group of colleagues who work together and will be able to inspire a sense of European citizenship to the students in the project and to serve as role model for all students no matter where they come from.

Another important aspect of the meeting will be the discussion about the different programs that exist at the schools (Parcours Educatif Pédagogique, Cibermanager en el IES Alyanub, Zfu in the German school - see for details in the Annexes) and attempting a first harmonization to create our own European vertical curriculum.

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

Yes

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

As the involved contact persons / teachers have worked together in previous eTwinning projects in different combinations, this project will follow the established paths with new ideas. At the same time the new colleagues will get acquainted to the work with eTwinning and will feel more confident when meeting each other physically.

The collaboration on the Twinspace on the eTwinning platform is mostly done with asynchronous communication, whereas the LTT allows synchronous collaboration and interaction in a much more concentrated way.

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

Besides the increased personal skills in ICT, working on Madmagz and photo design, the involved teachers will be prepared to answer any occurring question when informing the students and their parents. They will have some material to present to the interested groups and especially to their superiors.

As Brigitte Collomb is the most experienced for teacher training when it comes to shared leadership and has already done a couple of trainings, she will be the one to train the other colleagues in the project. This needs to be done before the first LTT with students so that the teachers can instruct their students properly concerning the various parts of the project.

Besides this, the teachers will form a more coherent group all along the duration of the project as they will also have time to get a lot more acquainted with each other.

Their flexibility when it comes to managing a project will rise as soon as they have developed to a coherent group.

Groups of Participants

ID	Sending Organisation / Country	Distance Band	Duration (days)	No. of Participants	No. of Accompanying Persons	Grant
1	12th Gymnasium Acharnon / Greece	500-1999 km		3	1	2 1779.00 EUR
2	COLLEGE FIUMORBO / France	500-1999 km		3	1	2 1779.00 EUR
3	IES ALYANUB / Spain	500-1999 km		3	1	2 1779.00 EUR

Group 1, Activity (C5 - First real meeting)

Sending Organisation		Country of Venue
12th Gymnasium Acharnon / Greece		Germany
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
1	2	3

Group of Participants - Budget

Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	3	275.00 EUR	825.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
1	3	318.00 EUR	318.00 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			954.00 EUR

Group 2, Activity (C5 - First real meeting)

Sending Organisation		Country of Venue	
COLLEGE FIUMORBO / France		Germany	
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons	
1	2	3	

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	3	275.00 EUR	825.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
1	3	318.00 EUR	318.00 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			954.00 EUR

Group 3, Activity (C5 - First real meeting)

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

Group of Participants - Budget
Travel

Distance Band	No. of Persons	Grant per Participant	Total Travel Grant
500-1999 km	3	275.00 EUR	825.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
1	3	318.00 EUR	318.00 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	954.00 EUR
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Activity Budget

Budget Items	Grant
Travel	2475.00 EUR
Individual Support	2862.00 EUR
Total Grant	5337.00 EUR



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

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

After each LTT we will do an evaluation (involved teachers, involved students and hosting students, parents of the hosting families) about the meeting in order to know what should be adjusted for the next meeting.

At the end of the first year and at the end of the project we will do an evaluation about the general project objectives. In these two evaluations we want to integrate feedback of our schools' communities (schools' principals, colleagues and other staff, pupils) to what extent it was possible to spread the idea of our project.

We will give the students and the teachers the opportunity to evaluate themselves about their starting skills and competences, their development and the goals they want to reach or have reached. This will help us to measure the impact on the participating persons and how far they have developed sustainable and transferable competences.

There will be questions about the participants' satisfaction, their gained competences and soft skills and their acquired knowledge.

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?

A vertical curriculum for the reasonable use of digital media (via eTwinning) in combination with activities for the empowerment of the students will be discussed among the involved colleagues and established in order to enhance ICT skills combined with counterbalancing strategies that enhance creativity and mental well-being. This vertical curriculum will be presented to the other colleagues of the involved schools. In those schools that already have any kind of program that fits with our ideas we will report on the integration of our vertical curriculum.

After the renovation of the German school there will be digital equipment to use the methods and strategies tested during 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 Twinspace pages concerning the results will be made public, so that they can be easily accessed by the eTwinning community. Visitor accounts will allow interested persons to access it even before the end of the project. The local press will also get a visitor account.

All meaningful information about the project will be spread on the schools' websites as well as the digital platforms that exist in some of the schools. Brigitte Collomb as an eTwinning ambassador and Erasmus+ developer will also spread the information during her professional development activities. She will also disseminate the project's results in her activities within the Cardie and the CELV in France.

Newsletters in the five languages (English plus the four national languages) will be produced and sent / distributed to the local authorities, the school board and the principals, the parents' associations and the press according to their particular needs. During the LTT meetings the local press in the schools' towns will get a daily short newsfeed together with a photo whereas the newsletter will summarize the meeting at the end.

Project results like the online magazines - that serve as souvenir and feedback for the participating students - will be published and the links will be disseminated via the eTwinning platform / Twinspace and via Facebook and other social networks. The vertical curriculum will be presented to the other colleagues at the involved schools so that they can discuss it and, if necessary, adjust it to the needs of the school and the premises of the national curriculum. It will also be made accessible to teacher training staff in the participating countries, on Brigitte Collomb's personal website (<http://www.bridgets-english-pages.com/topic/index.html>) and on the Erasmus+ Project Results Platform.

Annexes

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

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

File Name	File Size (kB)
SKM_BH_Gard19022711460.pdf	266

Please attach any other relevant documents.

File Name	File Size (kB)
IES ALYANUB.pdf	1,948
Parcours-Educatifs-Présentation.pdf	917
Presentation_Zfu_English.pdf	1,898
Total Size (kB)	5,029

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: DE03 Pädagogischer Austauschdienst der Kultusministerkonferenz, Nationale Agentur für EU-Programme im Schulbereich

Please also keep in mind the following:

Only the coordinating school needs to submit the application to its National Agency. Partner schools need to be listed in this application and must not submit the same application to their own National Agencies. If similar or identical applications are submitted by different schools to different National Agencies, all applications may be rejected.

Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency. Before submitting your application, make sure that all participating schools are eligible in their respective countries.

The documents proving the legal status of the applicant and each partner must be uploaded in the 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 pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the projects' contact persons, an unambiguous consent will be requested.

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

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

- I agree with the Specific Privacy Statement on Data Protection



Version	Submission Time	Submitted by	Submission ID
1	16-03-2019 17:34:09	Lancelot24847@aol.com	1546178
