

Annex to the Application Form

Call: 2015

Context

Programme	Erasmus+
Key Action	Cooperation for Innovation and the Exchange of Good Practices
Action	Strategic Partnerships for school education
Call	2015
Submission ID	1255340
Activity Code	2015-1-IT02-KA201-015149

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Participating organisation(s)

Applicant Organisation

	IPS "Albe STEINER" Secondary High School
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Background and Experience

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

Our Institute is Albe Steiner secondary school of Turin; it is a vocational school, with students from 14-19, which offers three main courses: graphics and advertising, audio-visual arts, photography and creativity and communication are their core. It has about 950 students. The main target are families and students living largely in Turin and in the northwest of Piedmont. Turin, once prosperous manufacturing centre, is now going through a long and persistent economic crisis and needs to re-think about his vocation. The Institute Steiner has three buildings, a main one and two branches, one of them in the suburbs.

The rate of immigrant students is particularly high in the main building. There are many families who face the consequences of family breakdown, unemployment or low income, with a high risk of social exclusion. Almost half of the students must attend helpful classes in many disciplines because they find it difficult to cope with the demands of teaching school, its rules, the study, and sometimes with the same peers and teachers. A lot of energy is used to deal with discipline problems and to avoid disruption of frequency and leaving issues. On average students prefer practical subjects, not always appreciate the value of the culture itself. They tend to behave in a materialistic and conformist, sometimes intolerant (there have been episodes of intolerance towards minorities: immigrants, homosexuals, the disabled)

We want to promote active citizenship and tolerance as a real intercultural dimension in our school; In fact, we believe that these values are not always promoted by the families of students. At present there is no formal system of quality in our school.

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

Many students of Albe Steiner suffer from a lack of self-acceptance and self-esteem and feel different prejudices (mainly social and racial) against minorities and other European populations. Most of the teachers has had to face this problem, clashing often with habits and ways of thinking rooted and difficult to change. We believe it is essential to bring cultural models more open and familiarize them to reflect on what the non-knowledge and ignorance could lead to prejudice and intolerance. We are used to listening to students' problems and deal with them some issues closer to their sensitiveness. Some years ago we created a group of older peers ("peer tutoring") able to assist younger pupils. They are following a specific training with social workers and psychologists, under our supervision. Peer education is something that we are experiencing for some time but, still, to be successful with regard to addictions (drugs, alcohol abuse, etc.) need for additional resources and

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energy. In addition, all the teaching staff has good experience in the media and all forms of communication; our students are often asked to create commercials or commercial social advertising.

In these last two years we took part in a large and complex project of the Piedmont region on over breaking stereotypes and discrimination in advertising especially gender, sexual orientation, nationality and religion. This type of analysis and planning is curricular and transversal and involves many different disciplines.

The teachers involved in this project have different skills and abilities. The English language teachers have extensive experience in Comenius projects since 2010. All have a good knowledge of ICT , one of them is a teacher trainer expert in digital communication and is often in teacher training courses on Web 2.0, using tools for sharing and collaboration, presentation of documents. They have much experience in editing and writing textbooks for secondary schools, including activities CLIL and are able to deal with different social and cultural topics as bullying, racism and multiculturalism. In our team there are also experienced teachers in Video editing and study of advertising technology for analysis and production of materials, as well as Italian language and history teachers.

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Partner Organisations

Regional Educational Office - USR - Piedmont

Background and Experience

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

The Regional Education Office for Piedmont exercises its expertise in education throughout the Piedmont Region, as territorial emanation of the Ministry of Education. His organization is divided into seven central offices located in the capital of the region, an Inspection Office and 8 Regional School Offices. Since its beginning the USR Piedmont has promoted the European dimension and the mobility programs and lifelong learning in the context of European actions. With the release of the new Erasmus + Call has provided information to schools and helping design through public events and on demand on the territory.

It has also promoted the organization of a Network for the creation of an integrated educational system in an European dimension with Polo Education Network Europe schools, the eight Cities of Piedmont, the region, the Directorate General of International Affairs of the Ministry of Education in order to :

- facilitate the dissemination of multilingualism,
- promote the comparison between different school systems,
- promote youth employability and competitiveness of the education system,
- disseminate and support the new Community programs,
- strengthen the role of training throughout life in the construction of European citizenship.

USR Piedmont has participated to the cross border cooperation (CBC) programs PEEF-Alcotra 2007-2013 and DES ALPES AU Sahel "in 2009 -11; USR coordinates, with the Academies of Nice, Aix-Marseille and Grenoble, the managers, frameworks inspection and teachers' joint training. USR has been coordinator of various Comenius Regio projects: 2009 -2011 "Double Focus on science and languages" with Conseil Général des Hautes Alpes; 2011 - 2013: "Boosting knowledge through music" with the county of Devon, 2011- 2013 "Le patrimoine commun de la zone transfrontalière: Piémont et Alpes méridionales "with Conseil général des Alpes Maritimes; 2013 - 2015 Partner in the Comenius Regio" Biofarming "coordinated by Slovenia and in cooperation with Inst. Comp. 2 Novi Ligure - Novi Ligure and schools in the area of Alexandria.

In 2005, as part of the Leonardo da Vinci Program, it has been a partner, with the Polytechnic of Turin, of the project "HELE.N." - tHe European Learning Network. In 2011 he has been a partner of two Leonardo da Vinci projects: IVT (CO.META Cooperation, Mobility and Apprenticeships Company) coordinated by ITES "Rosa Luxemburg" secondary high school of Turin and VETPRO (ITHACA "Interactions Transnational Activities and Assisted Shared") coordinated by IIS Ferrini -Franzolini Verbania.

In 2014, with the coming of Erasmus +, USR participated to the call in 2014 as a partner of a VET KA1 - "Production, Processing, Packaging, Promotion in the Territory" - 4P 2014-1-EN01-KA102-002189 coordinated by IIS Ciampini-Boccardo Novi Ligure and a KA2 - strategic partnerships - "CASTLE: a Chess curriculum to Advance Students' Thinking and Learning skills in primary Education" 2014-1-

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IT02-KA201-003456 coordinated by ALFIERE BIANCO sports club amateur limited liability non-profit.

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

The USR Piedmont, as an institution, cares the implementation of national policies for students, the relationship with the regional administration, local authorities and agencies of formal and non-formal education, training, education and formative offer, in respect of school autonomy and ensuring ways and appropriate tools, disseminating information, monitoring project activities, making available to the partnership its expertise.

It also makes available contributing to the involvement of all those - governmental and non-governmental organizations or institutions - are interested in the topic.

Contact person responsible for monitoring the project phases and carry out the project, the teacher Mrs. Francesca Carpo, deals with transnational and international cooperation and has many years of experience in European projects.

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Partner Organisations

A.N.F.I.S. – National Association of Teachers’ Trainers and Supervisor

Background and Experience

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

A.N.F.I.S. is the professional association of school teachers with certified skills in the field of training, supervision of educational and research processes in the field of teaching. A.N.F.I.S. is a qualified entity for the teachers’ training by the Ministry of Education (MIUR n. AOODGPER7099 of 26.7.2010).

Born in 2008 through the initiative of Supervisors Training, who gained their experience in the School of Specialization for Secondary School Teachers (SSIS), ANFIS has its roots in the management of qualified training for teaching and university activities of teaching in disciplinary teaching labs, and makes use of a polyhedral and widespread range of expertise in teacher training, which his associates have as trainers.

A.N.F.I.S. with the beginning of the initial teachers’ training , ruled by DM September 10, 2010, n. 249, is also the subject association more representative of experienced teachers with homework tutorial (tutor coordinators and tutors of trainees) and teachers with teaching assignments in university laboratories of educational subjects.

ANFIS , deals with, in the framework of the school professional associations, the role of qualified and competent interlocutor in the field of educational research and training and in the teaching function.

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

The professional community of ANFIS is engaged on several fronts for a highly skilled teachers’ training and is solidly anchored on an integrated system School- -University, where the experience of training and laboratory teaching plays an important educational role.

ANFIS has participated as a partner in a European project, VETPRO, called GIFT, occupying the role of coordinator and design of the two-year course, the exchange of good practices and transnational mobility, in a professional environment.

It also promotes, plans and coordinates training projects on the quality of the teaching function, the last of which on the role of of the coordinator class in Sardinia. It proposes and implements for its members and for all teachers, training courses teaching basic and advanced use of ICT and English Language in the various levels of the CEFR provided.

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The contact person, responsible for the ANFIS, to coordinate and monitor the PEAK project is Mr. Antonio Saraceno, teacher of English language and culture, expert in technologies applied to teaching. ICT teacher trainer for the University and the Ministry of Education, he has an extensive experience in European projects. He is skilled in the use of digital platform e-Twinning and similar ones for e-learning. He has also planned, for several years, projects between schools with student mobility.

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Partner Organisations

Istituto ALCANTARA

Background and Experience

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

Instituto Alcántara (Private Training Consultancy Firm. Alcantara Group) SME.

Our mission

- Founded in 1926 with a clear multidisciplinary mission, Alcantara Group has focused its services offerings towards improving all aspects of development of enterprises, in all of its areas, as well as growing employability and productivity of workers.
- To do this, we put our daily effort to improve the processes of training and advising people and companies, that do their best to grow in the market.

Our Vision

- To meet effectively and efficiently, the training and consulting needs of our clients, through projects which are closely linked to achieving business goals.
- To implement in our supply chain, processes that facilitate innovation and excellent performance, so that we can achieve our ultimate goal, which is to provide continuity in time to our business.

Throughout our long history, we have worked for numerous institutions and companies both from the public and private sector, offering services and performing complex works for a variety of corporate sectors.

Our main goals are:

1. Facilitate lifelong training throughout the life of workers.
2. Provide knowledge and practices appropriate to the needs of businesses and workers.
3. Improve productivity and business competitiveness.
4. Improve the employability of workers
5. Promote the accreditation of the professional skills acquired by employees

Our main specialisms are as follows:

- Conferences & Seminars
- Our extensive network of institutional and business contacts throughout Spain, enables us to meet the needs of your target audience.
- Vocational Training

We are specialists in VT. Our company delivers training courses for a wide range of jobs, many of them leading to nationally and internationally recognised Certifications/Qualifications. Most of them available “in company”, elearning, blended learning... etc.

- Many of our training programmes are approved by the Spanish Employment Authorities... (Industry, commerce, hospitality, health, private security... etc).
- ICT Certifications

We are members of the main IT Academic Programs (Microsoft-Cisco-Linux...). Our teaching solutions count on a great deal of resources to help educators train students and provide

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certification options to increase student employability and long-life learning.

- HR Consultancy
- We focus our efforts in continuing vocational training to promote human capital resources, as a key dynamic of economic performance, competitiveness, and employment . HR diagnostics based on Competency Analysis, and HR Strategic Planning.
- Career/Employment Counsellin
- Job Orientation, Intermediation & Insertion are our main areas of concern. We work hand in hand with local employment authorities through our career and counseling office.
- NGO – NPO

We work closely to NGOs – NPOs. We belong to CULTEC Foundation. And work close with other partners in projects dealing with cultural and technological development.

- Spanish Courses & Cultural Programme and Activities in Spain
- We offer language and cultural immersion programmes, stressing the importance on communication and Spanish culture which are the basis of knowing a language.
- European Projects
- We offer Entrepreneurship Courses granted with Grundtvig Scholarship.
- Partner in Leonardo Lifelong Learning Projects.
- Partner for transnational visits in Spain.

Quality Assurance System

ISO 9001:2008. Designing, developing and delivering Training Courses

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

The activities and experience of our organisation in the areas relevant for this project are:

1. Long Experience in the field of training consultancy.
2. Specialist in the field of innovative learning methods.
3. The structured use of technology as a resource for integrative skills training of in-service teachers.

The skills and/or expertise of key persons involved in this project are:

- Experts in the use of Information and Communication Technology.
- Long-experienced in the field of vocational training.
- Wide range of resources and contacts with universities and schools.
- Organizers of training events in a perspective of mutual exchange.
- ICT international learning & certification programmes.

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Partner Organisations

	BFU – Burgas Free University
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Background and Experience

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

Burgas Free University /BFU/ is a modern educational institution established with an act of the Great National Assembly on 18 September 1991. It is one of the first non-state universities in Bulgaria, established in the biggest industrial and cultural centre in the south-eastern region of the country. Burgas Free University (BFU) has four faculties – Faculty of Business Studies, Faculty of Legal Studies, Faculty of Humanities and Faculty of Computer Science and Engineering. BFU provides training of more than 4,000 students /full-time and part-time/ in 19 Bachelor's and 40 Master's degree programmes. The graduates of BFU are over 20,000. BFU is certified under ISO 9001:2000 and under ISO 9001:2008. It is a member of the European University Association. BFU is accredited by the National Evaluation and Accreditation Agency in Bulgaria.

BFU maintains contacts with more than 100 universities and organizations all over the world and has signed Agreements for Cooperation with 37 universities and academic institutions in Europe, Asia, America and Africa. The University has been involved in more than 60 joint European projects under the Tempus and Lifelong Learning Programme.

In 1998 an agreement was signed between UNESCO and Burgas Free University for the establishment of the UNESCO Chair on Human Rights and Culture of Peace at the University. Since then it has been working actively in the field of human rights, democracy, tolerance, peace, civic education and culture.

BFU has modern and well-equipped lecture halls, computer and language laboratories and a multi-functional congress centre. BFU has all the necessary technological facilities - high-speed and non-stop access to Internet; wireless, internal educational and administrative computer network; modern computer classes with free access; specialised technical laboratory complex; foreign language teaching in phonetic studies; simulation court room; TV and radio studio; static and mobile multimedia projection equipment; central ventilation, heating and air-conditioning installation.

The university library occupies an area of 1500 m² on 2 floors, with a computerised reading room with full access to the Internet; a collection of books and periodicals in different fields of knowledge and in different languages, rich bibliography fund; Bulgarian and foreign databases; electronic catalogues.

One of the University priorities is E-learning promoting. The management and the staff of the university support and are actively engaged in the implementation of ICT in education. BFU has achievements combining research and practice and business applications related with the Lifelong Learning Programme, Leonardo da Vinci, Transfer of Innovation, Erasmus programme, Grundvig; etc.

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

Over the last five years, Burgas Free University has been actively involved in the implementation of ICT /Information and Communication Technologies/ in Education. The University has designed and carried out educational projects aiming at the development of tools and materials for introducing ICT in teaching and learning of foreign languages, initially, as well as in training teachers to use innovative techniques in FLT, based on ICT. Various e-learning courses have been developed and introduced, to enhance the traditional forms of teaching and learning. The objectives of these e-learning courses have been to implement on-line education through the use of LMS /Learning Management Systems/ for the purposes of Distance learning and developing practical ICT-based teaching and learning.

BFU has set up a University Centre for Distance Education /UCDE/ which aim is to implement the European policy for providing a variety of innovative teaching methods to higher and secondary education, as well as opportunities for continuing education and lifelong learning for civil servants and in-company training for employees. The UCDE provides teacher training programmes for ICT-based teaching and develops the teachers' expertise for designing e-learning programmes. The UCDE is also responsible for the provision of alternative Bachelor's and Master's distance learning degree programmes and electronic and multimedia tutorials. It is the policy of the UCDE to promote innovation in education, exchange expertise and good practices in teaching and learning by introducing ICT-based methodologies. The work of the UCDE aims at implementing collaborative and cooperative approaches to teaching and learning by providing flexible training, virtual mobility and the use of open educational resources.

The UCDE has also set up an Electronic Repository for standardized teaching components and a system for educational management and intra-university monitoring for the developed programmes and e-learning courses for distance education.

Burgas Free University has also a University Centre for Foreign Language Teaching /UC-FLT/ which work aims at promoting multilingualism in FLT. The Centre provides language courses for both students at tertiary and secondary level and for in-company training for employees, to enhance their command of foreign languages in general, and English in particular. The UC-FLT has developed on-line courses in English, using the Moodle platform, and encourages preparation for all language levels according to the Common European Framework, and provides opportunities for sitting exams for B2 and C1 levels.

Key persons involved in this project

Nikolay Nikolov is a graduate of Louis Pasteur University in Strasbourg, France, in UTICEF /Application of information and communication technologies in education and teaching/. He has specialized in Teacher training of foreign language teaching at the University of FrancheComté, Besançon, France. He is widely experienced in the development and implementation of e-learning courses and has worked as a teacher trainer for AUF /AgenceUniversitaire Francophone/. For the last 5 years he has carried out more than 15 educational courses in the field of e-learning with university lecturers in Albania, Bulgaria, Moldova, Ukraine, Rumania, Georgia and Armenia. The main topics of these courses are related to the theme of the transformation of a traditional lecture course into an on-line one through the use of various LMS /Learning management systems/. Nikolay Nikolov has participated in various national and international projects in the field of distance learning for foreign language teachers. He is experienced in developing e-learning courses for the teaching of French and English as foreign languages.

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Yordanka Nikolova has been the Head of Foreign Languages Department at BFU for four years. She is in charge of the academic affairs and administrative management of the Department. Together with the team of the foreign languages lecturers, they have developed the curriculum and the syllabi of the various courses in foreign languages at the University. Over the last years the Department has greatly contributed for the implementation of the ICT-based teaching methods and has developed a ranged of teaching and training materials for e-learning courses in the area of foreign language teaching.

Assoc. Prof. Veselina Jecheva, PhD, is an associate professor at Burgas Free University, Faculty of Computer Science and Engineering, Bulgaria. She obtained her Master's degree in Computer Science and Economics from Sofia University "St. Kliment Ohridski" in 1995. She received her PhD degree in Computer Science, especially Information Security from National Laboratory of Computer Virology, Bulgarian Academy of Sciences. Her research interests include information security, e-learning, programming and Web systems. Veselina Jecheva is a co-ordinator of the University Centre for Distance Education and participated in series of training in e-learning and ICT application in education. The major topics of the training include Learning Managements Systems, design and realization of digital learning materials for distance education and blended learning.

Penka Valkova Georgieva is an assistant professor at the Faculty of Computer Science and Engineering of BFU. She has graduated the English Language School "Geo Milev" in Burgas and then Plovdiv University in the city of Plovdiv, Bulgaria, Major in Mathematics, Minor in Mathematics Teacher. Her PhD thesis is "A Research on Models of Soft Computing for Real-time Management" at IICT, Bulgarian academy of Science, Sofia. The dissertation is an interdisciplinary study of modelling the process of managing financial investment in real time. The study is based on approaches, concepts and methods of soft computing with an emphasis on fuzzy logic and fuzzy systems. Soft computing models for financial investment management are designed, implemented and tested by creating a software system FSSAM (Fuzzy Software System for Asset Management). Her key qualifications and research interests are: Calculus, Numerical Methods, Applied Statistics, Fuzzy Logic; Fuzzy modelling, Artificial Intelligence, Soft Computing, Genetic Algorithms.

Partner Organisations

Lycée bilingue de langues romanes GRE " G.S.Rakovski"

Background and Experience

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

"G.S.Rakovski" - Bourgas is a bilingual high school with old history, but entirely focusing on the new educational requirements in our country, following the European standards and sustainable development in order to improve the level of knowledge and key skills relevant to the labour market and the development of a federative society.

Our objectives and priorities are as follows:

- Provide intensive and practical foreign language training.
- Enable our students to acquire thorough and functional knowledge and to be professionally accepted in all EU countries.
- Present and implement national and European strategies on the subject for the new programming period 2014 -2020.
- Learn and apply good practices to specific areas in real life.
- Offer students possibilities for internships in various sectors of the economy.
- Organize workshops with professionals.
- Work hard to reach the European education management level, enhancement and update of the school syllabus.
- Take part in European educational projects related to European citizenship, ICT and language training.

Our establishment is located in the city centre which is another reason why we have students from all over the area of south-eastern Bulgaria. Some of them are often socially disadvantaged children coming from distant areas and areas with a very high rate of unemployment. In the last few years, there have been students with specific educational needs who have been given particular attention and treated with special care so that they can have the same opportunities as the others.

Our learners have the motivation to pass the selection procedure which consists of an entrance examination in mathematics and Bulgarian language and literature. Currently the number of admitted candidates is 930, and the teaching personnel working with them consists of 65 people. All of the teachers are highly qualified professionals with a University degree and additional qualification. Most of the colleagues have a command of foreign languages, which enables them to teach certain subjects in French, Italian and Spanish.

During the last several years, we had the occasion to take part in various European educational projects. This experience made us succeed putting into practice the concept of European education,

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by involving everyone in the training process and the analysis of the education policy of the participant countries. We believe international cooperation is extremely useful and beneficial, and wish to continue in this direction, to gain more experience to be shared with new partners.

Apart from these projects, our establishment organizes exchange programmes with other European schools having similar interests. That gives students the opportunity to travel and stay in the country of language studied.

We have been in a continuous collaboration with our associated partners for several years which has proved to be effective and shown excellent results.

Projects in the 3 last years:

LLP – Comenius / 2011 / 2011-1-IT2-COM07-25700 2 / LycéeBilingue "G.S.Rakovski" – Bourgas

LLP – Comenius / 2013 / 2013-1-PT1-COM06-16494 4 / LycéeBilingue "G.S.Rakovski" – Bourgas

Erasmus + / 2014 / 2014-1-BG01-KA101-000281 / LycéeBilingue "G.S.Rakovski" – Bourgas

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

"G.S.Rakovski" High School is a specialized secondary school for the teaching of Roman languages, namely French, Spanish and Italian, as well as for the intensive teaching of English /with a teaching load of double the number of teaching hours compared to the ordinary schools in Bulgaria/. The school graduates successfully continue their education in universities, both in Bulgaria and abroad, in which the language of instruction is one of the languages mentioned above. "G.S.Rakovski" High School is among the four leading schools in Bulgaria, specialized in the teaching of French, which have been awarded the "LABEL FRANCE EDUCATION" Certificate issued by the Ministry of Foreign Affairs of the Republic of France. This certificate is an indicator for the high quality of the teaching in the school, as well as for the teaching in a bilingual environment in which most of the subjects are taught through the means of the foreign language.

The school trains its students to sit for various international language certificates exams and successfully pass them. Most of the students take the IELTS and PEARSON exams in English and the school is an exam centre for the following exams: IELTS, DELF SCOLAIRE and DALF in French, and DELF and DELE in Spanish.

All the above-mentioned achievements are connected with the professional contribution of the team of the 25 foreign language teachers, /FLT/. All of them are organized in three specialized units for the teaching of English, French and Spanish and Italian, who constantly communicate among themselves for the exchange of professional expertise and experience. Thanks to the efforts and diligence of the management of the school /the Headmaster and one of the deputies are foreign language teachers/, the team of FLTs is provided with information and support in their contacts with colleagues throughout the country, and are encouraged to take part in national and international projects and in the various forms for continuous education and lifelong learning.

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During the last years a great number of the foreign language teachers have had the opportunity to participate in various educational activities dedicated to the use of Information and Communication Technologies /ICT/ in education – face-to-face courses and distance on-line ones. In the FLT team there are teachers who are experienced not only in the teaching of the foreign language but also in teacher training. Their everyday contact with the rest of the teachers contributes greatly for the practical application of modern methods of teaching which enhance the traditional methods of foreign language teaching. The school provides all the necessary facilities for the use of these methods – Internet connection and multimedia, and computer rooms, not only for the teaching of ICT, but for all other subjects as well.

The team of teachers in Information and Communication Technologies comprises four specialists whose professional interests are in the field of the use of LMS /Learning Management Systems/, computer programmes and applications for teaching and learning. Besides the traditional school website, there is a separate platform for e-Learning, which provides the foreign language teachers with the opportunity to develop electronic courses, to communicate and exchange professional information, to get support from the ICT specialists and to use the teaching resources jointly developed with the students.

The team of teachers at “G.S.Rakovski” High School has a long-standing tradition of working with international partners on various EU projects, and the students have the opportunity to visit the countries where the languages that they are studying are the native ones. The teachers’ participation in these projects is an important incentive which constantly encourages them to look for new, modern and more efficient ways of teaching which are in compliance with the constantly changing profile of students, ways that provoke and motivate the students to take an active role in the educational process.

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Partner Organisations

	SMUCB – St. Mary’s University College Belfast
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Background and Experience

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

St Mary’s University College, Belfast (SMUCB), is a small specialist university college with a Catholic Ethos. Our degrees are accredited by the Queen’s University, Belfast. SMUCB has just over 1000 students and offers a Bachelor of Education degree, a Liberal Arts degree with an emphasis on European Studies, a Post-Graduate Certificate of Education for teaching in the Irish Language and Masters Degrees in Education. Because we are situated in the heart of West Belfast, we have community relations projects through which we work to support an area of great social deprivation. The core business of the college is Initial Teacher Education but through our Liberal Arts degree and our extensive international partnerships we promote a very cosmopolitan, globally-aware and particularly European perspective throughout our curriculum. Our teaching and academic offerings are reviewed regularly by the Queen’s University academic review procedures and we are inspected by the Northern Ireland Education and Training Inspectorate.

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

We have had extensive exchanges with many European partners for both student and teacher mobilities. We have had a number of Intensive European projects in the past and have recently launched the Erasmus project ‘Border Education – Space, Memory and Reflections on Transculturality (BE-SmaRT)’. Matthew Martin has been involved in projects related to online learning, flipping the classroom and blended learning. He has been nominated and shortlisted for teaching awards in relation to this work and was a recent contributor to the Higher Education Academy’s compendium of best practice on the promotion of independent learning. He has built up extensive relationships with teachers in Northern Ireland through his work with the ‘TeachMeet’ project which brings teachers together from across the province to exchange best practice in these areas. He also convenes an online Masters Module for teachers on Research Lesson Study and Reflective Practice.

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Partner Organisations

	St. Paul's High School
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Background and Experience

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

[Maximum 5000 characters allowed]

St Paul's High School is an all-ability, co-educational, non-selective post primary school in south Armagh. The school was established in 1966 with the aim of providing its pupils with a Christian education within the Catholic ethos.

The school is a thriving, innovative educational community of over 1500 students of all abilities, from children with learning difficulties in our Learning Support Centre to high calibre academic achievers in our A Level courses.

St Paul's is at the forefront of quality education provision in Northern Ireland. All classrooms are equipped as standard with the latest technology and students and staff are encouraged to make the fullest use of technology for learning and teaching.

The school was designated a Specialist College in Science in 2008 and was awarded the prestigious BECTA ICT Mark in 2009. St Paul's High School is a lead school in the Sharing Education Programme which provides for cross-sectoral collaboration to deepen community relations between partner schools.

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

[Maximum 5000 characters allowed]

Dáithí Murray is an Irish language teacher at St Paul's High School, Bessbrook, County Armagh. He is a member of the school's Senior Leadership Team, and currently works as Senior Leader for Innovation and Director of ICT and e-Learning. Dáithí advocates the use of technology in the classroom as a disruptive tool to facilitate and enhance teaching and learning. He is one of the organisers of Northern Ireland's Teach Meet 'unconferences', which have been held in Belfast in March 2012, October 2012 and October 2013 and in Derry in February 2013 and March 2014. The most recent Teach Meet was organised in conjunction with Matthew Martin and St Mary's University College in March 2015. He is a regular host and contributor to the #NIEdchat community on Twitter where professional development opportunities for teachers are discussed and developed.

As a school leader, Dáithí is keen to develop staff capacity as a driver of rigorous school

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improvement. He has designed a 'Developing Next Practice' staff development programme. The programme will challenge staff to investigate how the implementation of educational technology (specifically iPad) can be used to create high quality teaching and learning experiences which are long lasting and scalable.

Dáithí Murray graduated from University of Ulster in 1998 with BA (Hons) Irish Studies, and from St Mary's University College, Belfast in 2000 with PGCE. He was awarded PQH (Professional Qualification in Headship) in 2010, and completed the Open College Network/RTU OLTE (Online Teaching for Educators) qualification in 2010. He has led his school through the successful implementation of a bespoke VLE (www.oscail247.org). The school was awarded the BECTA ICT Mark in 2009, in recognition of its efforts to incorporate educational technology and e-learning as tools to improve high quality teaching and learning.

Dáithí Murray is a presenter of Irish language and English programmes on BBC Radio Ulster, and RTÉ. He is Principal Examiner for GCSE and GCE Irish with CCEA (Northern Ireland Council for Curriculum, Examinations and Assessment)

Links: TeachMeet: <http://tmbelfast.wikispaces.com>

NIEdchat on Twitter: <http://twitter.com/#niedchat>

Partner Organisations

	ACMOS Association of Volunteers
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Background and Experience

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

[Maximum 5000 characters allowed]

Acmos Association (Aggregation, consciousness, social movement) is a non-partisan and non-confessional reality, which has set, as its aim, to promote and support adolescents and youth's creative, responsible and collective participation, in the areas of life in which they are located, thus contributing to disseminating the values and practices that found the culture of active citizenship.

The choice of founding an association is acknowledged on discussions of a group of young people, coming from different volunteer experiences and social commitment, with the common desire to seek together solidarity and justice, participation and responsibility paths, to overcome the logic of perceive themselves and be perceived as spectators, when not just consumers in society.

The choice of the acronym Acmos represents the best sense of the experience and the goals for which the association was founded. Acmos has, within itself, the potential to recreate the experiences of communities leading to, first of all, people coming out of isolation, so that they could return to see themselves as belonging to that one story tying people of all times: for this reason the word "aggregation" was chosen, to identify ways of relating and constant attention in relationships.

The word "awareness" has been taken by Paulo Freire who used it to designate the method used to give power to the people, which involves awareness significant, active and aware of their condition and their environment. Similarly, participation in Acmos must provide facilities, suitable cultural and ethical tools, so that every member becomes aware of the protagonist's life and mature attitude to citizenship.

Finally, the concept of social movement indicates the reference point and the ultimate goal of the activities. The open and democratic society in which we are engaged is neither perfect, nor taken for granted, which is why you need to train people to recognize that you take responsibility, to protect it and make it better. Coherently with their attitudes, members of Acmos undertake to assume that responsibility. The commitment can be selected from internal responsibilities to Acmos, or among those identified in the environment where you live or work.

Today Acmos mainly operates in Turin and Province, but has offices in five other Italian regions (Val d'Aosta, Veneto, Lazio, Liguria and Tuscany) and now has over 150 members and a vast network of partnerships in Piedmont and the rest of Italy that makes the centre propulsion training and permanent handling of more than 500 people. Specifically, ACMOS realizes a series of projects in education, by attending in about thirty schools in Turin and Province.

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Acmos is registered at the Regional Associations of social promotion and participates in the network of "LIBERA" in Piedmont, with a leading role in the educational proposal on the issues of legality and citizenship.

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

[Maximum 5000 characters allowed]

- The work in schools:

Acmos was born and developed mainly in relation to educational work, mainly with young people in high school and university. Acmos's educational work was born in an attempt to put into practice and give shape to democratic citizenship, as a space in which everyone is ruler of his own destiny: children, families, adults who meet every day, can decide to reason with the difficult task of understanding the daily context in which we are engaged to be citizens, capable of living well, free and supportive, able of interacting with the problems posed by the society and able to find spaces and ways to realize their life plan.

- Experiences of community:

Acmos promotes solidarity cohabitation projects in four communities in the Turin area. Three of them are housing in problematic contexts, where some apartments have been set for young educators of the association, with the aim to start virtuous path of empowerment and involvement. The fourth community, Casa Acmos, besides being the official place of the association, provides space to carry out experimentation paths of community life and consumption reduction for school kids.

- Management of three properties confiscated from the mafia:

in the provincial territory Acmos manages and lives 3 properties, Cascina Caccia in San Sebastiano da Po and Cascina Arzilla in Volvera and Performing Media Lab in Turin.

- Research activities:

the association research center provides projects and initiatives to deepen the theoretical construct and to organize moments of public workshops.

- Activities of Media Education:

in particular Acmos operates on a web platform (www.acmos.net) that collects articles and stresses from the world of society.

- Work on citizenship:

Every year Acmos proposes a campaign for citizenship, as a working tool and discussion. The purpose is to return sovereignty to the younger generations, exercising rights and duties in the political system. Parties and lobby are the fundamental ways of exercising the collective sovereignty and democracy.

Acmos uses the game in his way of conducting these activities in schools, as a vehicle for learning values, to be sociable and look at the future in the purposeful sense. The European dimension stimulates new thinking about space and the tools of popular sovereignty and youth.

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The difficulty of feeling European citizens, are part of this transition. Acmos has chosen the path of openness and openness to the other in a non-violent and democratic; the road rights, cooperation against the history of national self-interest, fear and racism. On this basis Acmos activated a few years ago the Remembrance.eu project, aimed at building a European social memory for young people born in distant times than that of wars, through four thematic museums in which they were mixed history, new technologies and new media.

Partner Organisations

"Luigi Einaudi" Secondary High School

Background and Experience

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

The technical-vocational secondary school "Luigi Einaudi" was founded in the school year 1975/76 as a school for secretaries specialized in foreign languages. Later on the study of foreign languages was improved to match the new needs of the businesses in the area around Verona, adding extra hours to the national curriculum. Since 1995 our students have had the opportunity to study three languages: English (compulsory for all), and two others to be chosen from among German, French and Spanish. In 2006 the "touristic course" was started. This course allows students to have a deep knowledge of the art, history and touristic attractions of the area, along with a good preparation in three foreign languages. In 2008 Chinese was also introduced as an optional curricular language. After the recent changes in the Italian School System, the school has become a Technical Secondary School for Finance, Administration and Marketing (A.F.M.) and for Tourism. This new set of subjects allows our students to get a better understanding of the the world of finance and marketing. But not just that: in the third and fourth years, our students get internships at local companies and hotels, so that they can gain real experience in office-work.

In the past few years the number of the foreign students in our school has increased a lot as a consequence of the recent migration waves towards our area. Most of them come from Eastern European Countries such as Romania, Moldova, Serbia and Croatia, but also from China, Morocco and African Countries. The school is also seat of C.R.T., that is, a centre for the permanent education of adults and in-training education for teachers and local residents.

TYPE: Economic State Technical Institute:

- Finance, Administration and Marketing (A.F.M.) and Tourism._

SIZE: - Students number: 1.040

- Teacher number: 86

AREAS OF SPECIFIC EXPERTISE: - training for small and medium-sized enterprises

- alternating training (ASL Alternanza Scuola Lavoro)

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SPECIFIC SOCIAL CONTEXT: many entries of migrants

The school is currently using CAF (Common Assessment Framework), the common European system for quality management in public administration.

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

Traditional projects of ITES L. Einaudi

1. Support activities are offered to foreign students on both language and intercultural levels;

- a series of test to assess the students' progress in Italian;
- personalized educational programs – student's portfolio;
- protocol to welcome foreign students;
- language courses from A1 to B1, held by internal teachers and CESTIM-Tante Tinte personnel;
- support in all subjects: languages, science and economics;
- intercultural workshops promote the knowledge of and relations among different cultures; these activities are carried out with the help of InAsia, an organization promoting cultural exchanges between Asian and Italian communities;
- Asian languages classes are held after school hours, such as Arabic, Hindi, Russian; such courses are open to local community;

The History competence teaching program, especially in the fourth and in the fifth forms, revolves around the birth and development of the historical idea of Europe. In the fifth form it focuses on European institutions.

The curricular subject "International Relations" deals with the themes throughout the three final years.

The fifth forms of ITES L. Einaudi took part in a European project about Democracy during the school year 2012/13. The students joined the international exchange program with a French secondary school sponsored by Verona City Council and twelve European schools.

STAFF - "ITES L. Einaudi" Partner

Dirigente Scolastico

Prof. Flavio Filini

Rappresentante Legale del Progetto Peak

University degree in Economics and Business;

Teaching qualification for Law & Economics and IT;

Teacher of Law & Economics;

Union official;

Participation in voluntary associations and European projects.

Presently Head-teacher at ITES L. Einaudi;

Languages: mother-tongue Italian; English B1.

filinif@gmail.com

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Vicedirettore

Prof. Mauro Passaro

University degree in foreign languages and literature;

Teaching qualification;

Teacher of English in the secondary school;

Project coordinator in numerous European projects (Grundtvig, Multi- and Bilateral Comenius partnerships);

Presently deputy teacher at ITES L. Einaudi:

Languages: mother-tongue Italian; English – C1; German B2; Spanish B2.

maupassaro@gmail.com

Coordinatrice del dipartimento di Lingua Straniera – Spagnolo

Prof.ssa Guadalupe Cuesta Pizarro

Referente del Progetto PEAK

University degree in the humanities and linguistics: Letters and Philosophy – Spanish Philology;

Teaching qualification;

Teacher of non-linguistic subjects: historical geography and history in Spanish;

Course coordinator and teacher in language courses for language certification;

Spanish mother-tongue;

Other languages: Basque – B2; Italian – C1; English A2.

guadalupe.cuesta73@gmail.com